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**MASTER CONTRACT AGREEMENT**

between the

**FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION**

an affiliate of the

**OHIO EDUCATION ASSOCIATION**

and the

**NATIONAL EDUCATION ASSOCIATION**

and the

**FAIRFIELD BOARD OF EDUCATION**

of the

**FAIRFIELD CITY SCHOOL DISTRICT**

**BUTLER COUNTY, OHIO**

Effective June 30, 2017 through June 29, 2020

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

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**PREAMBLE**

The Board of Education of the Fairfield City School District and the Fairfield Classroom Teachers' Association do hereby agree that the welfare of the children of Fairfield City School District is paramount in the operation of the schools and will be promoted by both parties. The parties do hereby agree as follows:

**I. BARGAINING AGREEMENT**

1.01 Recognition

The Board of Education of the Fairfield City School District, hereinafter referred to as the Board, recognizes that teaching is a profession. The Board recognizes the Fairfield Classroom Teachers' Association, affiliated with the Ohio Education Association and the National Education Association, as the sole and exclusive representative of all certificated or licensed nonadministrative professional [as defined in O.R.C. Section 4117.01 (J)] personnel under contract with the Board, including substitute teachers who are employed by the District to teach at least sixty (60) days in the same position, but excluding all other substitutes, hereinafter referred to as "members."

The Association recognizes that the Board is the legally constituted body responsible for the management, direction and control of all the public schools of the Board and employees and other personnel employed by the Board, and for the determination of all resolutions, policies, practices, procedures, rules and regulations governing any and all aspects of the Board's School District.

The purpose of this recognition is the mutual agreement that the parties will negotiate with regard to all matters with respect to wages, hours, terms and conditions of employment and the continuation, modification, or deletion of existing provisions of this contract.

1.02 Principles

1.0201 Attaining Objectives

Attainment of objectives of the educational program of the district requires mutual understanding and cooperation between the Board and the professional teaching personnel. Free and open exchange of views is desirable and necessary, with all parties participating in deliberations leading to the determination of matters of mutual concern.

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- A. The Board, under the law, has the final responsibility of establishing policy for the school district.
- B. The Superintendent and his/her staff have the responsibility of carrying out the policies established.
- C. The professional staff has the ultimate responsibility of providing the best possible education in the classroom.
- D. The Board and the Association agree to abide by the statutes of the State of Ohio.
- E. The Board and the Association subscribe to the principle that differences shall be resolved by appropriate and peaceful means, in keeping with the high standards of the profession, without interruption of the school program. Accordingly, the Board and the Association agree that there will be no interruption of the school program pertaining to local issues until final agreement is reached on the items negotiated or all of the negotiation procedures as prescribed in this agreement have been followed.
- F. The Association by June 1 shall provide in writing to the Superintendent or designee a complete list of all Association office holders and by October 15 shall provide a complete list of building representatives, shall update such lists through the year as changes occur, and shall provide a written statement of the number of Association members.
- G. The Board agrees to negotiate with and recognize the Association as the sole and exclusive bargaining agent for the members unless the bargaining representative is changed in accordance with Ohio Revised Code.

1.0202 Professional Teaching Personnel

Teaching is a profession requiring specialized qualifications, and the success of the educational program in the district depends upon the maximum utilization of the abilities of members who are satisfied with the conditions under which their services are rendered.

Members have the right to join, or not to join, any organization for their professional or economic improvement, and membership in any organization shall not be required as a condition of employment.



**II. RIGHTS OF THE BOARD AND THE ASSOCIATION**

2.01 Association Rights

2.0101 The President of the Association or designees may visit the schools in the district for the purpose of carrying out Association business. Such visits shall be made upon notification to the principal's office in the building to be visited. In no event shall such visits interfere with or interrupt scheduled school operations.

2.0102 The Association shall be provided bulletin board space in each school for the posting of notices and other materials relating to Association activities. The bulletin board space may be identified with the name of the Association Building Representative who has the responsibility of maintaining the bulletin board.

2.0103 Representatives of the Association shall be permitted to conduct business on school property at reasonable times with the approval of the principal, without charges, except necessary charges incurred as a result of the meeting. Such business shall not interfere with or interrupt normal school operations.

2.0104 The Association shall have the right to use the interschool mail facilities for the Association's official business only. This right shall extend to the use of members' mailboxes in each building, with a prior courtesy notification to the building principal.

2.0105 Association Leave

A. The Association shall be granted a cumulative annual total of twenty (20) member working days release time to conduct Association business. Approval shall be granted upon notification to the Superintendent by the Association President on the appropriate form (Appendix H) and designated as an Association Day. Personal or any other leave will not be deducted for the member(s) listed on this form. Association leave does not apply to attendance at negotiation sessions (Appendix I).

B. In the interest of the parties to this Agreement to facilitate communication, timeliness, and local decision-making, the Association shall be granted the right to have its President on a paid leave of absence for half-time (three hours and forty-five minutes). The President shall be considered as a regular full-time employee and shall continue with all benefits, rights, and responsibilities as per the Agreement except as noted in Item 2. below.

(1) Structure

The half-time release leave will be structured so as to achieve the least negative impact on the continuity of the education of students. At minimum the half-day release time

will include the period of time encompassing what would be the planning period of the President were the President teaching full-time with a loss of no more than 25% of the daily instructional time. Further, it is expected that the President be assigned instructional duties with students or typical duties for bargaining unit positions which do not include direct instruction of students for the half-time that he/she is not released for Association duties. The specific format will be dependent upon the President's assignment (be it secondary, elementary, special area, or special services). The Association President, the Association Bargaining Team chairperson, the assigned building principal, and the Superintendent or designee will collaborate to develop the structure of the half-day release time within the guidelines noted herein, with the final approval reserved for the Superintendent or designee, once the new Association President is identified, but by July 1. Further, it is agreed by the parties that there will be no use of "flex time" during the half-day release leave, although the starting and ending time of the President's work day may be shifted earlier or later as long as the half-day teaching time as scheduled is honored. In addition, the Association President is exempt from internal substitution.

(2) Finances

The Board is committed to financing the half-day release leave in terms of the President's salary and benefits except that the Board will bill the Association annually for one-half of the cost of the half day release, to a maximum of 12.5% of the cost of salary and benefits of the Association President. Any regularly scheduled release leave options beyond half-day will be financed by the Association. However, the Association President may use the Association Leave days provided in Section 2.0105A. Any mileage, travel, or expenses incurred by or arising from the President's travel during the portion of the day of this release leave will be financed by the Association. Any full days or half-days of extended service which the Association wishes for the Association President to have shall be financed completely by the Association.

(3) Schedule of the Association President

The parties to this agreement are committed to the Association President's productive, professional, and positive use of the half-day release leave to enhance the effectiveness of the Association and increase the positive working relationship between the parties.

Upon the Association's identification of the new President and on or before July 1, the Association President, Association Bargaining Team Chairperson, the building principal, and Superintendent or designee will meet and determine a mutually agreeable assigned "home base" location for the Association President during the half-day release

leave. Further, other applicable logistics such as telephone use, copy machine use, computer access, and so forth will be addressed and determined to the mutual agreement of the parties. The Association President shall be expected to meet contractual obligations of open house(s), conference evenings, inservice days, early release inservice time, faculty meetings, and so forth as applicable under this Agreement.

It is understood by the parties to this Agreement that the Association President may work on-site in the district and may travel as needed to the area OEA office or to other Association offices during the half-day release leave. However, it is not appropriate for the Association President to work at his/her home during the hours of the half-day release leave.

The Association President will maintain a monthly log in general terms of activities conducted during the half-day release leave. A copy of this log will be submitted at the end of each month to the Association's Executive Committee and to the Superintendent or designee for review.

(4) Assignment of Association President

The Association President's return to a regular full-time teaching assignment from the half-time release leave shall coincide with the beginning of the next academic year unless a different time of return is mutually agreed to by the Association and the Board. When the Association President vacates the office of President and returns to a regular full-time teaching position, he/she shall be returned to his/her previous teaching assignment as listed on the last "Teacher Assignment for Next Year" form (Appendix M) issued prior to assuming office as Association President. If such assignment no longer exists, he/she will be assigned to a position mutually agreed upon for which he/she is certificated.

(5) Supplemental Contracts

The Association President may continue to maintain any supplemental contracts for which he/she is recommended for the duration of half-day release leave as Association President. It is expected that to the greatest extent possible there be minimal, if any, supplemental contract duties performed during the half-day release leave. This is not to prevent discussions/meetings regarding supplemental contract duties during the half-day release leave, but the spirit of this section is to prevent the use of the half-day release leave to perform supplemental contract duties for a significant portion of the release leave.

(6) Procedure to Address Concerns

If at any time either party to this Agreement wishes to discuss the President's use of release leave or any other issues related to the Presidential Release Leave, that party will direct a request to the other party to meet regarding such issue(s). Within fourteen calendar days after receipt of such request from the other party, such meeting will be held. Any outcomes of such meeting requiring some action will be processed according to the procedures spelled out elsewhere in this agreement or as mutually agreed upon by the parties.

2.0106 All agendas, minutes and other public information made available to Board members shall be available to the Association President in the office of the Superintendent no later than the time of public distribution or placed in interschool mail addressed to the President.

2.0107 The Association may schedule Association meetings of members in individual buildings before and after school. Times and dates will be mutually established by the Association President or designee and the principal of the building in accordance with the Board adopted policy concerning the use of school buildings.

2.0108 The Association President at his/her option may have a telephone in his/her building at Board expense. The site shall be agreed upon by the Association President and building principal. The Board expenses shall be limited to basic service and all long distance charges will be assumed by the Association.

2.0109 The Association President at his/her option may store no more than three (3) four-drawer file cabinets in his/her building at Board expense. The site shall be agreed upon by the Association President and building principal. Access to the contents of these files is limited to those persons authorized by the Association President or designee. Any Association access to such files outside of established hours of building operation shall be at Association expense.

2.02 Management Rights

The Board has the following enumerated rights, except as expressly and specifically modified by the express terms of this Agreement:

2.0201 To determine matters of inherent managerial policy, which include, but are not limited to, areas of discretion or policy such as the functions and programs of the Fairfield City School District, standards of services, the Board's overall budget, utilization of technology, and organizational structure;

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- 2.0202 To direct, supervise, evaluate or hire employees;
  - 2.0203 To maintain and improve the efficiency and effectiveness of the Fairfield City School District;
  - 2.0204 To determine the overall methods, process, means, or personnel by which the operations of the Fairfield City School District are to be conducted;
  - 2.0205 To suspend, discipline, demote, or discharge for just cause, or layoff, transfer, assign, schedule, promote or retain employees;
  - 2.0206 To determine the adequacy of the work force;
  - 2.0207 To determine the overall mission of the Fairfield City School District;
  - 2.0208 To effectively manage the work force; and
  - 2.0209 To take actions to carry out the mission of the Fairfield City School District.
- 2.03 Membership Dues Deduction
- 2.0301 Professional Association (FCTA, SWOEA, OEA, and NEA) membership dues shall be deducted in twenty-two (22) installments beginning with the month of October. Deductions will be made on the basis of current deduction authorizations and amounts supplied by the Association to the Treasurer by annual list before October 1.
  - 2.0302 Authorization for payroll deductions for Association memberships shall be on a continuing basis unless a request for withdrawal is submitted by the member to the Association on or before September 15.
  - 2.0303 The Association will indemnify the Board and Treasurer against liability for all deductions made in accordance with these provisions.
  - 2.0304 The Association shall have sole and exclusive payroll deduction rights for membership dues for members of the bargaining unit.
- 2.04 Fair Share Fee
- 2.0401 Right to Fair Share Fee

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A. Payroll Deduction of Fair Share Fee

The Board shall deduct from the pay of members of the bargaining unit who elect not to become or to remain members of the Fairfield Classroom Teachers' Association, a fair share fee for the Association's representation of such non-members during the term of this contract. 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. Nothing contained in this Article or contract shall be construed to require that any employee become a member of the Association or any of its affiliates.

B. Notification of the Amount of Fair Share Fee

Notice of the amount of the annual fair share fee shall be transmitted in writing by the Association to the Board Treasurer on or about September 15 of each year during the term of this contract for the purpose of determining amounts to be payroll-deducted, and the Board agrees to promptly transmit all amounts deducted to the Association on the same schedule as Association membership dues deductions are transmitted.

C. Schedule of Fair Share Fee Deductions

(1) All Fair Share Fee Payors

Payroll deduction of such annual fair share fees shall commence on the first pay date which occurs on or after January 15 annually. In the case of unit employees newly hired after the beginning of the school year, the payroll deduction shall commence on the first pay date for which membership dues deductions are made on or after the later of sixty (60) days employment in a bargaining unit position or January 15.

(2) Upon Termination of Membership During the Membership Year

The Board Treasurer shall, upon written notification from the Association that a member has terminated Association membership, commence the deduction of the fair share fee with respect to the former member on the first pay date for which membership dues deductions are made occurring on or after thirty (30) days from the receipt by the Board Treasurer of the written notice of termination of Association membership.

2.0402 Transmittal of Deductions

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

2.0403 Procedure for Rebate

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

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representation fee has been established and will be given to each member of the bargaining unit who does not join the Union and that such procedure and notice shall be in compliance with all applicable state and federal laws and the Constitutions of the United States and the State of Ohio.

2.0404 Entitlement to Rebate

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.

2.0405 Board Responsibility and Indemnification by Association

It is specifically understood that the only responsibility the Board assumes is to deduct the fair share fees in the amount specified by the Association and to forward such fair share fees according to the terms of this Article. The Association agrees to save the Board, its agents, employees and officials, harmless from any and all costs, including witness fees, attorney fees, back pay awards, punitive damages, or any other cost of prosecution or defense of any action or inaction, claimed or otherwise, to which the Board may be liable by virtue of the provisions of this Article.

**III. PROCEDURES FOR NEGOTIATIONS**

The following procedures shall replace O.R.C. 4117.14(C)(2) through 4117.14(D)(1) as provided for under O.R.C. 4117(C)(1)(f) in the negotiations for a successor contract.

3.01 Directing Notices to Negotiate

Notices to Negotiate from the Association shall be submitted in writing to the Superintendent or designee. Notices to Negotiate from the Superintendent or designee shall be submitted in writing to the President of the Association or the Association's agent. A mutually convenient meeting date shall be set within fifteen (15) workdays of the date of the notice to negotiate. Notices to Negotiate shall be made no more than six (6) months prior to the contract termination date or a currently bargained reopener.

3.02 Negotiating Teams and Sessions

Meetings composed of members of the Association negotiation team and Board negotiation team shall not exceed seven (7) members per team unless mutually agreed upon by both parties prior to the first meeting. Negotiation sessions shall be called upon the written request of either team. The Association's negotiating team shall be released from school duties to attend negotiation sessions. Negotiation sessions shall be scheduled to interfere the least with school schedules.

3.03 Exchange of Financial Information

At the request of the Association, directed to the Superintendent or designee, the Board agrees to make available to the Association all available information concerning financial resources of the district and such other information as is necessary to arrive at a point where meaningful negotiations can begin. The Association shall provide the Board with all financial information generated by its Research Division or any other department of its state or national organization concerning the Board's financial resources.

3.04 Successor Contract Bargaining

3.0401 In the event agreement is not reached after sixty (60) days from the filing of the Notice to Negotiate, either party shall have the right to request the assistance of a mediator from the Federal Mediation and Conciliation Service (FMCS) and such request shall be deemed a joint request. In the event that the services of a mediator are called upon, the mediation process shall last for a minimum of sixty (60) days or until the expiration date of the contract, whichever is less.

3.0402 After the minimum periods prescribed above, either party shall have the right to declare that impasse exists between the parties. At impasse, O.R.C. 4117.14(D)(2) and provisions thereafter shall then apply, except that partial or intermittent strikes are prohibited whether conducted during or after the expiration of the term of this agreement and any strike must be for full, consecutive work days and the beginning date of any strike must be at least ten (10) work days after the ending date of the most recent prior strike.

3.05 In-Term Contract Bargaining

3.0501 If during the term of the contract, bargaining is necessary due to severability or a scheduled reopener provision in the contract, the parties shall meet and bargain in accordance with the provisions of subsections 3.01 through 3.04 above.

3.0502 If in-term contract bargaining occurs for any other reason, the parties shall negotiate for no more than twenty (20) days, after which the parties shall request the assistance of a mediator through the FMCS. If no resolution is achieved within an additional twenty (20) days after the first mediation session, the process shall be considered concluded and impasse shall exist between the parties, unless the time period is extended by mutual agreement. The participation of the Board and/or Association in in-term bargaining shall not prejudice or prevent any grievance by the Association or Unfair Labor Practice (ULP) charge by either party nor be construed as an admission by either party that any such grievance or ULP charge has merit. Following the conclusion of in-term bargaining without resolution of the issue or issues, either party shall have an additional period of time equal to the original filing period in which to file such grievance or, subject to the requirements of the State Employment Relations Board, a ULP charge.



3.06 Approval of Agreement

When an agreement is reached through negotiations, the outcome will be reduced to writing, signed by the chairperson of each negotiating team and submitted to the Association's membership for ratification and to the Board for its consideration and will not become effective until ratified and approved by both parties.

The results of the ratification vote by the Association's membership shall be communicated to the Superintendent or designee by the President of the Association. Upon receipt of notification of the results of the vote on the tentative agreement, the Board shall consider the approval or non-approval of the tentative agreement at the next regular or special meeting.

**IV. GRIEVANCE PROCEDURE**

4.01 Definitions

4.0101 A "grievance" is a written claim (Appendices J and J-1) filed within thirty (30) days of the alleged occurrence by a member based upon an alleged misinterpretation or misapplication of the provisions of this Agreement.

4.0102 A "grievant" is a member or members having a grievance.

4.0103 The Association may file a grievance if the subject matter involved concerns:

- A. An alleged violation of the contract as respects rights granted to the Association.
- B. An alleged violation of the contract affecting two (2) or more members.

4.02 Purpose

The purpose of the grievance procedure is to secure, at the lowest possible administrative level, proper solutions to grievances. Both parties agree that grievance proceedings shall be kept as informal and confidential as appropriate at all levels of the procedure.

4.03 Procedure

4.0301 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level are maximums, and every effort should be made to expedite the process. However, the time limits may be extended by mutual agreement of the parties.

4.0302 Grievances shall be resolved as follows:

A. Level One

A member shall discuss his/her potential grievance with the building principal/immediate supervisor with the objective of resolving the matter informally. The member may be accompanied by an Association representative.

B. Level Two

If the member is not satisfied with the disposition made at Level One or if no disposition is made within seven (7) calendar days after such discussion, the member may file a grievance in writing with the building principal/immediate supervisor, with a copy to the Superintendent and the chairperson of the Association's Professional Rights and Responsibilities Committee. The written grievance must be filed within thirty (30) calendar days of the occurrence. The principal/immediate supervisor shall within seven (7) calendar days after receiving the grievance give the grievant a written answer, with a copy to the Superintendent and the Chairperson of the Professional Rights and Responsibilities Committee.

C. Level Three

- (1) If the grievant is not satisfied with the resolution of the grievance at Level Two, the grievant may refer the grievance to the Superintendent within seven (7) calendar days of receipt of the written response at Level Two.
- (2) The Superintendent or designee shall within fourteen (14) calendar days after receipt of the grievance meet with the grievant, the Association Representative and such other persons as is necessary, to consider the grievance.
- (3) Within seven (7) calendar days after such meeting, the Superintendent or designee shall give to the grievant and the Association a written disposition of the grievance.
- (4) A grievance may be initiated at Level Three when the subject is not within the realm of responsibility or control of the principal/immediate supervisor. A grievance must be filed in writing within thirty (30) calendar days of the occurrence and the procedure

stated in items of subsections 2 and 3 above shall apply except that the Superintendent may refer the grievance back to Level One or Level Two. If the grievance is referred back to Levels One or Two, the procedures stated for those levels shall be followed except the thirty (30) calendar day limitation shall be determined by the date of original filing at Level Three.

D. Level Four

- (1) If the action taken by the Superintendent does not resolve the grievance to the satisfaction of the member, the Association may within fourteen (14) calendar days of receipt of such written response make written request to the Superintendent or designee for binding arbitration.
- (2) The arbitrator shall be selected from the American Arbitration Association, according to its rules and regulations. The cost of said arbitrator shall be shared equally by the grievant and the Board.
- (3) The arbitrator shall hold such meetings as he/she determines necessary to make a fair and impartial written recommendation on the grievance as stated.
- (4) The recommendation of the arbitrator is binding on all parties and shall be made in writing to the Association and the Superintendent.

E. A copy of all grievance adjustments shall be sent to the Association. The grievant will be represented at Level Two and above of the grievance procedure by an Association representative of his/her choice.

F. Forms for filing and processing grievances shall be available from the Association building representative. (See Appendix J)

4.04 Grievance Records

Official records of the grievance proceedings are confidential information and shall be kept in a confidential separate file in the office of the Superintendent. The official records of the proceedings shall be destroyed three (3) years from the date of completion of said grievance.

4.05 Calendar Day

For the purpose of Article IV, the term "calendar day" shall not include legal holidays or days included in the District's Thanksgiving, Winter, or Spring recesses.

**V. INDIVIDUAL EMPLOYEE CONTRACTS**

5.01 Job Descriptions

If job descriptions are written for members of the bargaining unit, a copy of said job description shall be provided to the Association for input prior to the adoption by the Board. Once established, job descriptions shall not be changed without giving the Association opportunity for input on the proposed changes. The Board and the Association agree to bargain the effects on wages, hours and terms and conditions of employment of all changes in job descriptions.

Members shall be provided a current copy of the appropriate job description.

5.02 Types of Contracts

5.0201 All members employed by the Board, excluding substitute teachers, shall be issued individual written limited, extended limited, or continuing contracts (Appendices T, T-1, T-2). Substitute teachers shall be issued written substitute contracts. Limited, extended limited, and continuing contracts shall be defined and issued as provided in Ohio Revised Code Sections 3319.08 and 3319.11(A)-(F), except that eligibility for continuing contract (service) status shall be as provided in subsection 5.0203, contract status shall be as provided in subsection 5.0202, evaluation procedures shall be as provided in Article 10, reduction in force shall be as provided in Article 11, hearing procedures regarding notices of intention not to re-employ (nonrenewal) shall be as provided in subsection 5.0206, and except as otherwise provided in this agreement.

5.0202 Subject at all times to the Board's nonrenewal of any limited or extended limited contract as provided in section 5.0206 or termination of any contract as provided in this agreement, the contract status of the members in the Fairfield City Schools shall be:

- A. Members without a continuing contract from another public school district shall initially receive a one (1) year limited contract, then may be recommended for a one (1) or two (2) year limited contract and thereafter may be recommended for further contracts in accordance with this agreement.
- B. Experienced members with a continuing contract from another Ohio public school district may initially receive:
  - (1) Two (2) successive one-year limited contracts, or
  - (2) A recommendation for a continuing contract.

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Thereafter, if the member has not received and does not apply for continuing contract (service) status, the member may receive additional limited contracts. If the member applies for continuing contract status, the member may be granted a continuing contract or their contract (service) status shall be determined under subsection D. below.

- C. Members who have previously taught in the Fairfield City Schools under a continuing contract and have been re-employed by the Fairfield City Schools may initially receive:
- (1) A one-year limited contract, or
  - (2) A recommendation for a continuing contract.

Thereafter, if the member has not received and does not apply for continuing contract (service) status, the member may receive additional limited contracts. If the member applies for continuing contract (service) status, the member may be granted a continuing contract or their contract status shall be determined under subsection D. below.

- D. Members who have met all qualifications and/or requirements, as stated in subsection 5.0203 below, to become eligible for a continuing contract but who are not approved for a continuing contract by the Board of Education shall be given either an extended limited contract or nonrenewed. When issuing an extended limited contract, written reasons directed to the professional improvement of the member shall be given on or before June 1<sup>st</sup>.

5.0203 Continuing Contract Qualifications and/or Requirements:

- A. Must provide the building principal with a written request for continuing contract status by September 15<sup>th</sup> of the school year within which continuing contract status is to be considered.
- B. All members must hold a Bachelor's Degree.
- C. Must hold a current, valid five (5) year professional educator license for the State of Ohio, except registered nurses paid on the registered nurses salary schedule and athletic trainers who are required to maintain current licenses issued by the State of Ohio.
- D. Must have successfully performed their assigned duties in the position for which a continuing contract is sought in Fairfield City Schools for no less than three (3) of the last five (5) years except for experienced teachers with a continuing contract from another Ohio public school district or members who previously held a continuing contract of the same type with the Fairfield City Schools.

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- E. Members licensed after January 1, 2011 will be eligible to apply for a continuing contract after seven (7) years of holding an educator license.
- F. Must have documentation of all items listed above in the district office personnel file prior to the recommendation to the Board for action on or prior to April 30th.
- G. Members who attain all the qualifications and/or requirements, as stated in subsection 5.0203, for continuing contract status during the term of a limited contract shall be considered for continuing contract status regardless of the term of the limited contract.
- H. Nothing in this subsection 5.0203 shall be construed so as to alter or limit in any way the options of the Board with regard to a member who is being considered for continuing contract status.

5.0204 A salary notice will be issued each year to each member holding a continuing contract.

5.0205 Limited Supplemental Contracts

The Board shall enter into written limited supplemental contracts with members in accordance with the attached Appendix T-3. Limited supplemental contracts are separate and distinct from the teaching contract, if any, and need annual approval by the Board and notice of nonrenewal is not required.

5.0206 Nonrenewal

Nonrenewal of limited and extended limited contracts shall be in accordance with the procedures and requirements of Ohio Revised Code Section 3319.11 except as otherwise provided in this section as permitted by law. An order affirming the intention of the Board not to re-employ the member shall be subject to the grievance and arbitration provisions of this agreement on the grounds that the Board has not complied with the requirements of this section, including Ohio Revised Code Section 3319.11 as modified herein. Such grievances shall be initiated at level three with the Superintendent. If the principal or other evaluator does not have a reasonable opportunity to evaluate a member in accordance with this agreement due to the member's absence, the lack of such evaluation shall not be a procedural error and shall not prevent an otherwise valid nonrenewal of the member. Because arbitration is a remedy available under this section, the member shall not be entitled to appeal to court under Ohio Revised Code Section 3319.11(G)(7). In any arbitration of a nonrenewal, the arbitrator shall be limited to a determination of procedural errors and to ordering the correction of procedural errors and shall have no jurisdiction to order the Board to re-employ a teacher, except that the arbitrator may order the Board to re-employ a teacher in compliance with the requirements of division (B), (C)(3), (D) or (E) of Ohio Revised Code Section 3319.11 if the arbitrator determines that evaluation procedures in the school year in which notice of nonrenewal is given have not been complied with pursuant to this agreement or the Board has not given the teacher written notice of its intention not to re-employ the teacher on or before the first day of June.

Otherwise, the determination whether to re-employ or not re-employ a teacher is solely the Board's decision and not a proper subject of review by the arbitrator and, except as provided hereinabove, shall not be invalidated by the arbitrator on any basis, including that the decision was not warranted by the results of any evaluation or was not warranted by any statement given by the Treasurer pursuant to Ohio Revised Code Section 3319.11(G)(2). The fact that any alleged error in the evaluation procedure was or was not grieved at the time of the evaluation shall not prevent the member from alleging noncompliance with the evaluation procedures of this agreement during a later grievance and arbitration process relative to a nonrenewal of the member's contract.

5.03 Priority of Contract

It is the intention of the parties to this agreement that the provisions of this article shall govern member contracts and nonrenewal. It is also the intention of the parties that the provisions of this article shall supercede and replace Section(s) 3319.07, 3319.08, 3319.09(C), 3319.11 and 3319.111 of the Ohio Revised Code, except as specifically provided otherwise herein.

5.04 Re-employment

A member who is offered a contract is presumed to have accepted employment for the succeeding school year unless he/she notifies the Board of Education in writing to the contrary on or before July 10th (O.R.C. 3319.11).

**VI. COMPENSATION**

6.01 Placement on Salary Schedule

6.0101 Salary Definition

The base salary of members covered by this contract shall be adopted to reflect the rates set forth in the schedule (Appendices A-1, A-2 and A-3). Applicable credit hours are expressed in semester hours. Official transcript hours not expressed in terms of semester hours will be converted to semester hours by the Superintendent or designee. The column designations are as follows:

Bachelor's: Member possesses a bachelor's degree but has less than 150 applicable semester hours.

BA+30 or Bachelor's with a total of 150 Hrs.: Member possesses a bachelor's degree and has earned 30 applicable semester hours beyond the total number of semester hours held when the bachelor's degree was awarded or member possesses a bachelor's degree and has at least a total of 150 applicable semester hours.

Master's: Member possesses a master's degree but has less than 190 applicable semester hours.

MA+30 or Master's with a total of 190 Hrs.: Member possesses a master's degree and has earned 30 applicable semester hours beyond the total number of semester hours held when the master's degree was awarded or member possesses a master's degree and has at least a total of 190 applicable semester hours.

6.0102 Service Increment

A full increment shall be granted to members who have served one hundred twenty (120) or more school days in paid status within a school year. Incremental adjustments will be made at the beginning of the next following school year, except that no service increment adjustment will be made in the school years for 2011-2012, 2012-2013, 2013-2014. Service increment steps not granted during the foregoing school years will not automatically be restored.

6.0103 Experience Credit for Newly-employed or Re-employed Members

- A. Newly-employed or re-employed members shall be granted up to and including ten (10) years of chartered (public or non-public) school teaching service (PreK-12), including up to five (5) years of military service. Administrative and teaching service in the Fairfield City School District shall be included as teaching service without regard to the ten (10) year limit and shall be added to non-Fairfield teaching service as defined above which is limited to a maximum of ten (10) years. Non-Fairfield administrative service shall not be included.

If the District determines it to be necessary, the District shall have the discretion to place an employee above the aforementioned ten (10) years and grant up to a maximum of fifteen (15) years of experience for these positions. Should the District make said determination, the FCTA shall be notified.

- B. Members employed after September 1, 2001 may be granted experience credit, not to exceed the aforementioned ten (10) year limit, for employment other than chartered school teaching service if the provisions of 6.0102 are met and if, in the judgment of the Superintendent or designee, any of the following descriptors of the employment other than chartered school teaching service apply:

- (1) employment was with an agency whereby the member was placed in a school setting to perform duties with school-age children which are essentially the same as the duties for which the member is employed by the Board; or,



- (2) employment was by a Head Start agency or other federally funded preschool program;  
or,
- (3) employment was with a hospital, agency, or clinic where the member directly provided services to school-age children in a manner similar to the manner in which the member will be providing services upon employment by the Board.

C. Verification of experience credit with former employers is required in order for experience credit to be granted.

#### 6.0104 Higher Salary Classification

Members who have earned additional college credit which would entitle them to a higher salary classification must submit to the Superintendent or designee an official transcript from an accredited college or university. Notification of such additional college credit by means of an official transcript shall cause appropriate advancement on the salary schedule as outlined below:

- October 1 – January 31                      Adjustment to be made on or before February 28 retroactive to the date of receipt.
- February 1 – September 30                Adjustment to be made on or before October 31 effective commencing with or retroactive to the first paid teacher work day of the next school year after February 1.

#### 6.0105 Calculation of Per Diem Pay

The per diem rate of pay for members for all purposes except severance pay, shall be calculated by dividing the individual's base salary as established pursuant to Appendix A of this Agreement by the number of days in the member's contract year, as established in Article VIII, Section 8.0301 or on the adopted salary schedule for those members with a contract year which differs from 8.0301. The per diem rate for purposes of calculation of severance pay is described in Article VII, Section 7.0802.

6.0106 Long term substitutes who have worked sixty (60) days in the same assignment shall, as of their 61<sup>st</sup> day in the same assignment, be placed on the BA 0 step of the teacher salary schedule.

#### 6.02 District Athletic Trainer

Full-time District Athletic Trainer(s) will work not less than an average of forty (40) hours per week over the forty-two (42) week period encompassed by the school calendar. Work hours are flexible, determined by the schedule of athletic events and practices, may extend over seven (7) days, and may extend outside the adopted school calendar. Full-time District Athletic Trainer(s) shall not be required to work evening conferences (8.0406). The

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compensation for full-time District Athletic Trainer(s) shall be at the rate specified in the District Athletic Trainer(s) salary schedule (Appendices A-4, A-5 and A-6).

6.03 School Nurses

6.0301 Beginning with nursing vacancies occurring on or after the effective date of this contract, the Board of Education will determine whether the vacant nursing position requires school nursing certification. The vacancy will then be posted as a "Certificated School Nurse", which requires that school nursing certification be attained; or a "Registered Nurse", for which school nursing certification is not required. A separate job description shall be written for a Registered Nurse.

6.0302 Certificated school nurses will be paid according to the teachers' salary schedule.

6.0303 Regardless of any certification or license held or attained through the Ohio Department of Education, an individual hired in a Registered Nurse position shall be paid according to the Registered Nurses salary schedule included as Appendices A-7, A-8 and A-9 herein.

6.0304 School nurses hired prior to the effective date of this Agreement have been required to attain school nursing certification, and shall be paid according to the teacher salary schedule.

6.0305 The Board agrees not to contract for nursing services with independent contractors of any kind or hire health aides to replace Certificated School Nurses or Registered Nurses.

6.04 School Psychologists

6.0401 The compensation for School Psychologists shall be at the rate specified in the School Psychologists salary schedule (Appendices A-10, A-11 and A-12).

6.0402 Intern School Psychologists

- A. Interns, if employed by the Board, shall be issued a modified limited teaching contract (Appendix T-4) for a period of one school year only.
- B. Interns so employed shall be given a salary based on their number of years of experience as defined in Article VI, Section 6.0103 of this Agreement between the parties, but shall be placed on the state minimum salary schedule for teachers (ORC 3317.13).
- C. Interns so employed shall be eligible for health insurance, dental insurance, life insurance, STRS pick-up, and Professional Employee Assistance Program as defined in Article VII, Section 7.01

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through 7.05, 7.07, and 7.09 of this Agreement. Interns shall accumulate sick leave, and shall be eligible for leaves of absence as defined in Article IX except for Section 9.12.

6.05 Pay Periods

The contract year shall be divided into twenty-six (26) equal pay periods, as set forth on the following schedule.

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
JANUARY		5, 19	4, 18	3, 17, 31
FEBRUARY		2, 16	1, 15	14, 28
MARCH		2, 16, 30	1, 15, 29	13, 27
APRIL		13, 27	12, 26	10, 24
MAY		11, 25	10, 24	8, 22
JUNE		8, 22	7, 21	5, 19
JULY	7, 21	6, 20	5, 19	3, 17, 31
AUGUST	4, 18	3, 17, *31	2, 16, *30	14, *28
SEPTEMBER	*1, 15, 29	14, 28	13, 27	
OCTOBER	13, 27	12, 26	11, 25	
NOVEMBER	10, 24	9, 23	8, 22	
DECEMBER	8, 22	7, 21	6, 20	

\*First pay of new contract year.

The treasurer reserves the right to modify the above schedule during holiday breaks. At no time will the pay period fall later than the date specified above.

6.06 Payroll Deductions

6.0601 Payroll deductions may be made if requested by a member. The Board authorizes the Treasurer to make payroll deductions upon request for insurance premiums, credit union deposits, political contributions, 457 plan contributions and contributions to designated community organizations. Deductions will only be made for companies or organizations that have a minimum of one (1%) percent of the district's employees enrolled. The company or organization designated may be required to execute a reasonable agreement protecting the district from any liability. The Treasurer will deduct the premiums/contributions and forward them to the appropriate party.

6.0602 Payroll deductions for 403(b) contributions may be made if requested by member. The Board authorizes the Treasurer to make payroll deductions for companies that have a minimum of one (1%) percent of the district's employees enrolled and that comply with the IRS regulations regarding information sharing. Regardless of the number of employees enrolled, deductions for companies used by current employees

will be maintained as long as they comply with the IRS requirements regarding information sharing. The company designated may be required to execute a reasonable agreement protecting the district from any liability. The Treasurer will deduct the contributions and forward them to the appropriate party.

6.07 Extracurricular Compensation

6.0701 Salary compensation for all extracurricular positions listed on the Extracurricular Placement Schedule shall be in accordance with the Extracurricular Index (Appendix B), except that no experience credit increment will be granted in school years 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017. Service increment steps not granted during the foregoing school years will not automatically be restored. Payment for staff leadership positions provided for in section 6.11 is excluded from this section.

6.0702 The Extracurricular Index is computed on the Bachelor's base salary of the contract in effect for the 2013-2014 school year. Released time from a classroom assignment is considered when computing the value of a job for placement.

6.0703 A. Experience placement on the Extracurricular Index shall be based upon the total years of service, not necessarily continuous, in the same or a like position in chartered (public or non-public) schools (Pre-K - 12) and/or in a two-year and/or four-year college or university inside or outside of Ohio. Experience placement for service outside the Fairfield School District shall not exceed fifteen (15) years except that no member's existing experience placement shall be reduced as a result of this provision. Service in the same or a like position for purposes of experience placement on the Extracurricular Index shall be determined by the Superintendent or designee. Members who do not agree with their experience placement may appeal to the Extracurricular Review Committee whose decision shall be final and not subject to the grievance procedure.

If a member should volunteer for a total of one year in a position which is not yet listed on the Extracurricular Placement Schedule but which in the immediately subsequent school year is officially established by the parties through the process designated in Article 6, Section 6.0705, and is officially listed on the Extracurricular Placement Schedule, it is agreed that the member who served in the volunteer role shall be granted one year of experience placement on the Extracurricular Index.

B. Verification of experience credit with former employers is required in order for experience credit to be granted.

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- 6.0704 There shall be a written job description on file in the Superintendent's or designee's office for every approved extracurricular position.
- 6.0705 Revisions and/or re-evaluations to the Extracurricular Placement Schedule are to be made as follows:
- A. Except if there has been a change in the job description by the Administration after April 1 in any calendar year, requests for revisions will be considered annually. The evaluations will be completed by April 1 and acted upon by April 30. If there is a change in job description by the Administration after April 1 in any calendar year, the person who holds the position may request that a revision and/or re-evaluation be completed. Such request must occur within thirty (30) calendar days after the effective date of the change and shall be acted upon within thirty (30) days of the request.
  - B. The review and re-evaluation process must consider the position in relation to like positions as well as in relation to all positions on the schedule.
  - C. A request to have a new and/or duplicate position created must be jointly submitted by a member and an administrator.
  - D. All requests are to be filed by completing and submitting the Extracurricular Re-Evaluation Request Form (Appendices B-3-a through B-3-c) prior to the established deadline.
  - E. The Extracurricular Review Committee will evaluate the request and forward recommendations to the Superintendent and FCTA President for review.
  - F. The FCTA President will forward his/her recommendations to the Executive Committee for their review prior to approval by the FCTA President.
  - G. The Superintendent will forward his/her recommendations to the Board of Education for their review prior to approval by the Superintendent.
  - H. Any changes will become effective upon approval by the Superintendent and FCTA President. A veto from either party will nullify the recommendation of the Extracurricular Review Committee.
- 6.0706 Membership on the Extracurricular Review Committee shall include four representatives from the FCTA and four administrative representatives. The committee shall be chaired by the Superintendent or designee who shall be one of the administrative representatives. The District Athletic Director shall serve as an ex-

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officio member. Effort shall be made to include both elementary and secondary representation on the committee, as well as both athletic and non-athletic representation.

6.08 Extended Service

6.0801 Extended service shall be defined as employment for performing selected duties listed in a position's job description for more than the regular contract year or the regular contract workday.

6.0802 Members on extended service shall be paid their per diem rate as determined by dividing the member's regular base salary by the number of days in the member's contract year.

6.0803 Extended service days should be served in a manner whereby some days are served prior to the start of the regular contract year but no earlier than July 15 and the remaining days are served after the close of the regular contract year but prior to July 15. A member's proposed calendar for serving extended service days must receive prior approval by the building principal and/or immediate supervisor. No extended service days may be served during the regular contract year unless such days are specifically approved by the Superintendent or designee prior to the day of service.

6.0804 All extended service on or after July 15 of each calendar year shall be at the rate of pay for the forthcoming school year. Such rate shall be reflected in the first regular pay of the forthcoming school year. All service prior to July 15 shall be at the rate of the last day of school for that year.

6.0805 The positions which shall include extended service are listed in Appendices U - U-1.

6.09 Modular Pay Rate

Members who are required by a principal or other administrator to perform any job-related responsibilities in excess of the required workday will be compensated at the rate of five dollars (\$5.00) per fifteen (15) minute increment or part thereof.

6.10 Stipends

Services rendered by bargaining unit members at the request of the administration which are not included in the normal course of any member's duties and which are of such a nature that normal extracurricular positions and supplemental contracts are not warranted, shall be compensated at the applicable rate of pay as follows:

6.1001 Attendance at Professional Activities:

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- A. Between the first teacher work day of the school calendar year and the last teacher work day of the school calendar year, the modular pay rate will apply.
- B. After the last teacher work day of the school calendar year and prior to the first teacher work day of the subsequent school calendar year, the following rate will apply:

Full Day = Current Sub Rate

Half Day = ½ Current Sub Rate

6.1002 Leadership/Services:

Duties not specified herein shall be compensated at the modular pay rate unless a different rate is approved in writing by the FCTA President on behalf of the Association and the Superintendent of Schools on behalf of the Board of Education.

6.1003 Payment for mentoring and transition coach programs provided for in Section 10.07 and 10.08 are excluded from this section.

6.1004 Stipends automatically terminate and notice of nonrenewal is not required.

6.11 Staff Leadership Positions

6.1101 There shall be a written job description on file in the Superintendent's or designee's office for every approved staff leadership position.

6.1102 Staff leadership positions identified in appendix B-2-c and authorized by the Board of Education shall be compensated on limited supplemental contracts as shown in said appendix B-2-c.

6.12 Direct Deposit and Electronic Notification of Payroll Disbursement

Payroll will be disbursed in the following manner:

- A. All members must be on direct deposit status for payroll disbursement. This requires completion of the direct deposit form, "Authorization Agreement for Direct Deposit Payroll", which is available in the Treasurer's Office.
- B. All members must be on electronic notification for payroll disbursement. This requires completion of the form "Authorization for Emailing of Direct Deposit Stubs", which is available in the Treasurer's Office.

- C. Reimbursements for mileage, professional leave, and tuition reimbursement will be made through printed accounts payable checks.

6.13 Transportation Allowance

- 6.1301 All certificated members required to travel routinely as part of their contract duties shall be reimbursed at the current rate per mile for the use of their personal automobile. Reimbursement shall be made quarterly upon presentation of appropriate documentation according to the following schedule:

<u>Quarter</u>	<u>Mileage Report Due Dates</u>
July 1 <sup>st</sup> through September 30 <sup>th</sup>	no later than October 30 <sup>th</sup>
October 1 <sup>st</sup> through December 31 <sup>st</sup>	no later than January 31 <sup>st</sup>
January 1 <sup>st</sup> through March 31 <sup>st</sup>	no later than April 30 <sup>th</sup>
April 1 <sup>st</sup> through June 30 <sup>th</sup>	no later than June 30 <sup>th</sup>

Lack of submission of documentation by the deadline(s) noted above will result in the member forfeiting reimbursement for that quarter. This travel does not include any commuting between members' residences and district buildings.

- 6.1302 The reimbursement rate will be as allowed by IRS in effect on August 1 of each year.

6.14 College Credit Plus

Members who teach College Credit Plus classes shall receive an additional \$500.00 for each semester-long College Credit Plus class taught.

**VII. BENEFITS**

7.01 Benefits – General Provisions

- 7.0101 The Board will provide the Association with a copy of the signed contracts as supplied to the Board for the dental and health benefits and life insurance.
- 7.0102 At the request of the Association, the Board shall provide the Association with annual reports regarding charges, rate increases and claims history, except for such information that may identify personal usage by a member or beneficiary.



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7.0103 For members not on a full-time contract status the Board will pay a prorated portion of the charge for health and dental benefits in accordance with the member's contract time. In the event that a member does not pay the remaining portion of the charge for health and dental benefits, those benefits will cease.

7.0104 Board paid dental and health benefits will cease on the last of the month within which a member starts a childrearing or other unpaid leave of absence. Members may choose to continue participation in either or both the dental or health benefit programs on a self-pay basis during any such unpaid leave of absence. Arrangements for such must be made with the Treasurer in accordance with Butler Health Plan eligibility regulations.

7.02 Dental Benefits

7.0201 The Board shall provide dental benefits as outlined in the Butler Health Plan (BHP) Dental Benefit Plan as adopted or amended from time to time by the Trustees of BHP.

7.0202 The Board will pay ninety percent (90%) of the annual charge for either a single, family or other dental plan, whichever is applicable to the member.

7.0203 Enrollment in the dental plan shall be as determined in the BHP regulations.

7.03 Health Benefits

7.0301 The Board shall provide health benefits as outlined in the "Butler Health Plan" BHP as adopted or amended from time to time by the Trustees of BHP.

7.0302 Effective July 1, 2013 (deducted in June 2013 paychecks if applicable), the Board will pay eighty percent (80%) of the applicable health insurance premium of the Butler Health Plan and twenty percent (20%) of the health insurance premium would be paid by the member.

7.0303 Enrollment in the health plan shall be as determined in the BHP regulations.

7.0304 The Board agrees to tax shelter employee contributions to their health and dental benefit plan charges and to provide the opportunity for members to establish medical and dependent care savings accounts through a Section 125 cafeteria plan. The Board shall not be responsible for any contributions to such accounts or for any administrative fees or costs of implementation of parts B and C of the Section 125 plan by a third party provider. The Board shall select the third party provider to administer parts B and C of the Section 125 plan after receiving input from the Association.

7.04 Payment in Lieu of Health Benefits

Members who are eligible for Board-paid health benefits as of January 1, 2011 and every January thereafter, either as the primary plan holder or as a dependent of a primary plan holder employed by the Fairfield City School District, and elect not to participate in and who are otherwise not included in the Board-paid health benefit program, and who do not participate in the health benefit program continuously from January 1<sup>st</sup> through December 31<sup>st</sup>, will be paid an annual stipend of five hundred dollars (\$500.00) payable the last pay period in January in that following year. Members who meet the above-stated eligibility requirements, except that they submit a written resignation for purposes of retirement or resignation and actually retire or resign on or after June 1<sup>st</sup> but prior to August 31<sup>st</sup>, will be eligible for a pro-rated stipend, which will be paid in the member's final pay-off.

7.05 Life Insurance

The Board shall provide and pay for a fifty thousand dollar (\$50,000.00) term life/accidental death benefits insurance policy for certified members. Certified half (1/2) time members shall be provided with a twenty-five thousand dollar (\$25,000.00) term life/accidental death benefits insurance policy.

7.06 Tuition Reimbursement

7.0601 The annual appropriation for Tuition Reimbursement is to be the amount of two hundred dollars (\$200.00) times the number of certified bargaining unit members in the employment of Fairfield City Schools as of October 1 of the school year. Employees who do not currently hold a masters degree will be reimbursed a maximum of six (6) semester hours or nine (9) quarter hours per academic year. For the reimbursement of coursework completed during the academic year, the account shall be used to partially reimburse eligible employees to a maximum of two hundred and seventy-five dollars (\$275.00) per semester hour or one hundred and eighty-three dollars (\$183.00) per quarter hour, not to exceed the cost of the tuition credit hour charged by the university/college.

7.0602 If the total amount requested for reimbursement exceeds the amount available that year, payment to all members will be reduced so that all members are paid an equal percentage of the tuition approved for reimbursement. Any part of the fixed budget amount for a given year which is not disbursed shall be used for professional development, instructional supplies, and/or new technology to benefit instruction. The assistant superintendent will provide a report to the association president each January regarding the status of this fund, and the proposed disposition of any balance remaining in the fund for that academic year.

7.603 The following tuition reimbursement procedures must be followed:

- A. To qualify for tuition reimbursement, an employee must be on a teacher's contract, or the equivalent contract for other bargaining unit positions, with Fairfield City Schools at the time of the reimbursement and also the year they are enrolled in the course.

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- B. The coursework must have been completed by August 31 for the employee to be reimbursed for the coursework done in the previous academic year September 1 – August 31. The form found in Appendix C must be submitted to the certified personnel office and approval obtained prior to beginning the course. All required paperwork noted in item G must be submitted by October 1.
- C. One payment shall be made to qualifying/eligible members by December 15 of each year.
- D. Failure to submit the completed Tuition Reimbursement Form (Appendix C) and other documents as spelled out in item G. below to the personnel office by the designated deadline of October 1 may result in the forfeiture of eligibility for reimbursement of coursework. It is imperative that the employee advise the certified personnel office of any irregularities, extenuating circumstances, or problems prior to the October 1 deadline for consideration of remaining eligible for that year's annual tuition reimbursement disbursement.
- E. Other eligibility requirements include the following:
- (1) Any member who currently holds a masters degree will be eligible to apply for up to six (6) semester hours every five (5) years as one of the options to renew a 5-year license, or for hours necessary to achieve the "highly qualified" status in their current/assigned teaching position, or to pursue a certification/license needed by the District with prior approval of the Assistant Superintendent.
  - (2) College work must be taken from a fully accredited college or university. Both graduate and undergraduate courses will be approved if they:
    - a. are related to the member's present assignment and/or
    - b. present a meaningful training program for the benefit of the school system.
  - (3) Long term substitutes are not eligible for tuition reimbursement benefits.
  - (4) Reimbursement will not be made to a member who enrolls in a course or courses for which the tuition is paid by scholarship, fellowship, or federal grant. Members who use a certificate issued for his/her supervision of a student teacher will be reimbursed at a normal rate of reimbursement.
  - (5) Members who receive an "incomplete" for a course will be allowed a one-time carry-over to the next year for the successful completion of the course.
  - (6) Members on unpaid leave of absence may not make application for tuition reimbursement.
  - (7) Members on the recall list, who have been laid off due to a reduction in force, are covered under Article XI, Section 11.0306

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- F. Payment will be made for tuition expenses only and will not include payment for such items as books, materials, lab fees, meals, parking fees, application fees, graduation fees, or other miscellaneous fees.
  
- G. The member must send a copy of the approved "Application for Tuition Reimbursement" to the certified personnel office along with the following attachments:
  - (1) A copy of an itemized statement from the college or university, or alternative documentation (including a letter from the college or university) showing cost for tuition without fees.
  - (2) A copy of the copy of the college or university final grade card or on-line posting or an official transcript.
  
- H. Notwithstanding the restrictions on applying for and receiving tuition reimbursement found in sections 7.0601 and 7.0603 (E1), any teacher who is credentialed in an existing position and is now required to take additional testing in order to be qualified to continue in that position may apply for and receive tuition reimbursement for the cost of such test.

Such a teacher must complete appendix C-1, the "Reimbursement Application for Testing per 7.0603 H" and submit it to the personnel office in advance of taking the exam(s). After taking the exam(s), such a teacher must complete section II of the "Reimbursement Application for Testing per 7.0603 H" and resubmit the form to the personnel office, along with proof of payment and proof of the successful completion of the exam(s).

- 7.0604 The member will have every opportunity to work with the certified personnel office to submit the proper paperwork during both the application process and the reimbursement process. In case of a denial of reimbursement which the member disputes, the member may appeal the decision within thirty (30) days of the denial to the Superintendent and the Association President or their designees. The member will receive a response to the appeal within thirty (30) days of receipt of the appeal.
  
- 7.0605 Special projects, costs for Board sponsored lectures, workshops, group course work, etc. shall not be deducted from monies appropriated to this fund.

7.07 STRS Board "Pick-Up"

The Board herewith agrees with the Association to "pick-up" contributions to the State Teachers Retirement System or School Employees Retirement System, as applicable, upon behalf of the members in the bargaining unit as specified in Board of Education Resolution Number 83-294 of November 29, 1983. This Resolution allows the member's personal STRS or SERS payment to be treated in a tax deferred manner.

7.08 Severance Pay

- 7.0801 The Board shall grant severance pay to any member who is employed by the Fairfield City School District with at least five (5) years of continuous, uninterrupted service and who is certified to retire and actually retires from teaching in the State of Ohio.
- 7.0802 Severance pay shall be calculated at one-half (1/2) of the first 100 days of accumulated sick leave plus one-fourth (1/4) of days in excess of 100, to a maximum of 107.5 days of severance pay. The per diem rate for the purpose of severance pay shall be calculated by dividing the individual's base salary as established pursuant to Appendix A, plus any salary earned pursuant to any supplemental contract(s) listed in the extracurricular placement schedule which were held during the last full school year (as defined by STRS at 120 days) worked prior to retirement, by the number of days in the member's contract year. The member's contract year is established in Article VIII, Section 8.0301, or on the adopted salary schedule of those members with a contract year which differs from 8.0301.
- 7.0803 Any member who dies while on active service or on any Board approved leave of absence of the Fairfield School District, is deemed to have retired the day prior to his/her death. Severance pay benefits shall be determined by the individual's sick leave accumulation as applied to the above formula.
- 7.0804 The member or beneficiary of the member shall receive total payment within thirty (30) days of the effective date of retirement.
- 7.0805 Additional Severance Pay
- A. In addition to severance pay as provided above, members who retire as provided herein may receive additional severance pay under this subsection 7.0805 if such members have at least five (5) years of continuous, uninterrupted service with the Fairfield City School District prior to their retirement and if such members retire at their first opportunity to do so according to the age and service requirements of the State Teachers Retirement system.
  - B. Notice of intent to retire under this additional severance plan must be received from the member by the Superintendent or designee no later than April 1 of the year in which on or before July 1 the member would first be eligible under the requirements stated in subsection 7.0805 A. above. The member must then retire on June 1 or July 1 of the calendar year in which the member was first eligible on or before July 1.
  - C. Upon retirement under this severance plan, a member shall receive in addition to the severance pay provided in subsection 7.0802 above, a payment equal to one-fourth (1/4) of all accumulated

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sick days in excess of one hundred (100), one-half of such amount to be paid on the first district pay date following the member's last regular paycheck and the other one-half to be paid in January of the calendar year following retirement for those in the "Covered Group" as referenced in 7.0806 A. or in July of the calendar year following retirement for those not in the "Covered Group" as referenced in 7.0806 A.

- D. Members must retire under this plan whenever they are first eligible under the criteria stated in subsection 7.0805 A. above or they forever forfeit their rights to payment under this additional severance plan.
- E. Only members who apply for and receive regular service retirement are eligible to participate in this additional severance plan.

7.0806 Tax Shelter Option

- A. The Board will sponsor and implement, at the earliest possible time, Section 401(a) and Section 403(b) Plans which allow retiring members in the "Covered Group" to tax shelter their severance pay. Members of the "Covered Group" will have their severance pay deposited into the Section 401(a) and/or Section 403(b) Plans sponsored by the Board. The Board shall not be responsible for any administrative fees or costs of implementation of the Section 401(a) or 403(b) program.
- B. Any amounts of money exceeding the current annual 415 limits for the Section 401(a) and 403(b) Plans will have additional monies paid into the Section 403(b) Plans at the maximum contribution level allowed for up to five (5) years beyond retirement until all monies are paid out. Future contributions will be made in January of each year following retirement.

7.09 Professional Employee Assistance Program

The Board will provide, at no cost to the professional employee, an employee assistance program as is currently provided through Tri-health EAP or an equivalent plan. The FCTA President and the Superintendent or their designees shall review the plan at the time of its periodic renewal. In the event that the parties are unable to agree as to the plan to be provided or its continuation, the matter shall be referred for bargaining under Section 3.0502 or other mutually agreed resolution between the Association and the Board. Details of the plan are available in the district Treasurer's office and through the Association President.

**VIII. WORKING CONDITIONS**

8.01 Assignments, Vacancies, and Promotions

Assignment of personnel to buildings and positions shall be the responsibility of the Superintendent or designee. Specific assignments within buildings are the responsibility of the building principals, or other district supervisors/directors charged with the supervision of bargaining unit members.

8.0101 Assignments

- A. A written notice of the assignments for the next school year will be given to the members on or before the member's last work day (See Appendix M) of the school year.
- B. Prior to June 10 of each year, each principal/supervisor/director will provide each member of his/her staff the opportunity to discuss proposed assignments for the next school year at the request of the member.
- C. Any changes in assignments necessary following written notification or involving involuntary reassignment to buildings or positions shall be made only after consultation with the member.
- D. If a change of assignment to a building or position occurs after the opening date of the school year, or within three (3) days of the opening date of school, the member being reassigned will be granted a minimum of two (2) days to adjust, plan and procure the necessary educational materials needed for performing this new assignment, if the member being reassigned so requests.
- E. Member assignments shall be made without discrimination in regard to race, color, creed, religion, nationality, sex, marital status, or disability.
- F. Teachers required to change classrooms while students are in session will be provided a substitute to allow the teacher to monitor the relocation and reorganization of classroom equipment and materials.
- G. Traveling teachers will be given preference of assignment to a permanent classroom over newly hired employees whenever practical. Classroom assignments under this subsection shall not be subject to the grievance procedure.

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- H. The Association and the Board agree that in the event a school building is closed within the district, the members of said building shall be given preference for any job openings in the system for which they are certified.

8.0102 Vacancies

- A. The Superintendent or designee shall prepare a list of certificated employment openings and/or vacancies. A copy of this list shall be posted in the office of each open building, sent in e-mail, posted on "SharePoint", and sent to the Association President. The posting shall be for five (5) calendar days, excluding Saturdays, Sundays, legal holidays, and days included in the district's Thanksgiving, winter, or spring recesses. The mailing to the Association President shall occur at the time of posting.

The written posting shall include the following information:

- (1) Position(s) available
- (2) Requirements for the position
- (3) Description of the setting in which the duties of the position are carried out
- (4) Deadline for application
- (5) Effective starting date
- (6) Any additional pertinent information

- B. Written applications via paper or electronic mail and/or facsimile transmissions from members requesting consideration for a posted position must be received by the Superintendent or designee by the close of the work day (4:00 p.m.) on the 5th day of the posting period. A new application is necessary for each position posted.
- C. The Superintendent's office staff or designee shall confirm that the applicant's request has been received by initialing and dating a copy of said application provided by the applicant.
- D. For each position sought, members may submit a portfolio including but not limited to copies of evaluations; resume; evidence of professional growth; letters of commendation from administrators, parents, and/or colleagues; work samples; etc., to the Superintendent or designee prior to the close of the posting period or at the time of the interview granted pursuant to Section E., for review by the appropriate administrator(s). Upon request, the portfolio will be returned to the member at the conclusion of the selection process.
- E. Only applications from members shall be given consideration during the posting period. The administrator with the vacancy will interview all member applicants if the number of applicants is



five (5) or fewer. If there are more than five (5) applicants for the same position, in lieu of interviewing all applicants, the administrator may develop a screening process to administer to all applicants. Such screening process shall be approved by the Superintendent or designee. The Association President will be notified by the Superintendent or designee when a screening process is implemented. The recommending administrator will determine the number of candidates to be interviewed after evaluation of the results of the screening process. Such number can be less than five (5) if the results of the screening process so dictate.

Applicants no longer under consideration for a position will receive a communication to this effect.

An interview required under this section may be waived if so agreed by both the interviewing administrator and the member applicant.

Upon request, a member applicant will be provided a conference if the member is not selected for the vacancy. Such conference will be held within five (5) days of receipt of the request.

- F. If the Superintendent or designee is not in receipt of any application within the specified time, or in the opinion of the Superintendent or designee, none of the applicants is qualified for the vacant position, he/she may then consider applications from outside the school system.
- G. The posting process shall not apply to member vacancies which occur between August 1st and May 1st. However, such member vacancies shall be posted for the following school year.
- H. Summer School Instructors, Home Instructors, ESL Tutors, Latchkey Summer Leaders, and Online Instructors:

All summer school instructor, home instructor, ESL tutor, latchkey summer leader, and Online Instructor position notices shall be posted at least once annually. All positions shall be offered to qualified members who apply before applications are considered from outside the school district.

#### 8.0103 Promotions

- A. "Vacancies" for all positions in the school system that are covered by a certificated/credentialed administrative contract shall be posted in each open building, placed in e-mail on "News", listed on the district website, and sent to the Association president. The posting shall be for five (5) calendar days, excluding Saturdays, Sundays, legal holidays, and days included in the district's Thanksgiving, winter or spring recesses. The posting shall include a job description or statement

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of necessary qualifications. The term vacancies as used in this section shall not include reassignment of existing administrators and/or changes in specific duties or titles of existing administrators. An administrative position shall be considered vacant only when the administrative position is to be filled by someone not currently holding an administrative contract in the Fairfield City School District. All postings shall include the following:

- (1) Positions available
- (2) Minimum requirements for the job
- (3) Deadline for application
- (4) Effective starting date
- (5) Any additional pertinent information

- B. Written applications via paper or electronic mail and/or facsimile transmissions must be received by the Superintendent or designee by the close of the work day (4:00 p.m.) on the 5th day of the posting period. A new application is necessary for each position posted. Both internal and external candidates will be considered concurrently.

8.0104 Assignment for Curriculum Leadership

- A. Members may be granted an assignment for Curriculum Leadership within the district for part or all of a school year upon approval of the Superintendent or designee. Said members are generally called Instructional Specialists. Instructional Specialists represent a field of expertise such as reading, math, language arts, special education, etc.
- B. To be considered for a Curriculum Leadership position, members must apply through the designated posting process or make written application to the Superintendent or designee.
- C. If a member is granted a position for Curriculum Leadership from his/her regular teaching assignment as approved by the Superintendent or designee, the following shall apply:
- (1) The member granted an assignment for Curriculum Leadership shall receive the total salary for their teaching position based on the teaching salary schedule. In addition, the member will be required to serve ten (10) extended days annually based on the member's per diem rate times ten (10). Members may continue to hold previously granted supplemental contracts if approved by the Superintendent or designee. The responsibilities and constraints of the Curriculum Leadership position will be a factor in determining continued approval of a supplemental contract. If the Superintendent or designee denies approval to continue to hold a previously granted supplemental contract during the duration of the Curriculum Leadership assignment, then the supplemental position(s) shall be posted upon the member's return to a regular teaching assignment.

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- (2) A member's return date to a regular teaching assignment from a position for Curriculum Leadership shall coincide with the beginning of the next academic term unless a different time of return is mutually agreed to by the member and the Superintendent or designee. If a member returns to a regular teaching assignment within three (3) calendar years, he/she shall be returned to his/her previous assignment as listed on the last "Teacher Assignment for Next Year" form (Appendix M) issued prior to assignment to a Curriculum Leadership position. Otherwise he/she shall be returned to a position for which he/she holds certification.
- (3) The member's job performance in an assignment for Curriculum Leadership may be evaluated by the Superintendent or designee in accordance with the procedures in Article X of this Agreement.
- (4) Nothing in this section is intended to supersede language contained in Section 8.01, except that the position vacated by the member moving to a curriculum leadership assignment shall not be considered a vacancy under Section 8.0102.

- D. Members assigned to Curriculum Leadership positions will be required to serve the time equivalent to the conference evening work time (8.0406) after the regular workday, as approved by the curriculum administrator.

8.0105 All-Day Kindergarten

In the event that All-Day Kindergarten is to be implemented, the parties will bargain the effects of All-Day Kindergarten in accordance with 3.0502 upon the request of either party.

8.02 Committee Guidelines

8.0201 When committees are established to study and develop recommendations for maintaining and/or modifying the educational program, or are established to develop recommendations for textbook adoption, the Superintendent or designee will solicit the assistance of the members. No professional staff members shall be required to serve on such committees. An effort will be made to rotate committee assignments to include all members who express a desire to participate. All committee work is done outside the teacher's working day unless authorized as released time by the Superintendent or designee.

8.0202 Payment for Committee Work

- A. Payment as described in this article is for work done on any committee established to improve the educational program. The charge to form and move forward with such committees must be authorized by the Superintendent or designee.

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- B. Payment for committee leadership/services will be determined in accordance with Section 6.1001 and 6.1002. An estimate of time needed to complete the task will be determined by the Superintendent or designee; that estimate will form the basis for the Committee Payment Agreement (Appendix V) to be issued to each committee member after the initial meeting. The Superintendent or designee will log the hours for each approved task. If the work performed substantially exceeds the estimate, by mutual agreement of the parties an additional or amended Committee Payment Agreement may be issued.
  
- C. Additional compensation for serving as chair and/or recorder of the committee will be calculated as follows:
  - 20% of the modular rate for chair;
  - 10% of the modular rate for recorder.
  
- D. The Superintendent or designee will authorize the release of payment to committee members upon the committee's submission of completed work to the Superintendent or designee. A lump sum payment will be released as part of the member's regular bi-weekly pay; a separate check will not be issued.

8.0203 The ultimate responsibility and authority for adoption of curriculum and textbooks resides with the Board of Education.

8.03 School Calendar

8.0301 Prior to July 1, the Board shall adopt the school calendar providing for school to be in session for members no more than one hundred eighty-four (184) days unless otherwise indicated in this Agreement. No more than one hundred seventy-eight (178) of the total days per year will be scheduled for student instruction.

- A. Members are required to work two (2) days prior to the start of school. One (1) day will be self-directed while one (1) day will be district-directed. Members will also be required to work the day following the last student day of the school year.

8.0302 The Association will have input into the school calendar via the established means of the District Labor Management Committee. However, final establishment of the school calendar rests with the Board. Once this calendar has been approved by the Board, any proposed changes must be reviewed with the Association via the District Labor Management Committee prior to implementation.

8.04 Length of School Day

8.0401 Members shall be in their classroom at a time established by the administration, which shall be prior to the time set for school to be in session and they shall remain in school for a period of time established by the administration after the dismissal of their pupils.

8.0402 The length of the members' workday for full-time employees shall be seven (7) hours and thirty (30) minutes.

A. The length of the workday for members who are less than full-time shall be one of the following:

one-third time (33%) = one hundred fifty (150) minutes

one-half time (50%) = two hundred twenty-five (225) minutes

two-thirds time (67%) = three hundred (300) minutes

Or on a pro-rata basis if member is compensated by means of State Auxiliary Services funds allocated to non-public schools. The Board may employ non-classroom teaching special services personnel (such as speech language pathologists, school psychologists, physical therapists, and occupational therapists) at employment percentages of less than 100% but at other than 33%, 50%, or 67%.

B. The Board of Education shall have the authority to schedule the number of class periods and student-contact time subject to the further limitations of this paragraph and the requirements for lunch, planning periods and the length of the member workday. The Board of Education agrees that the scheduled student day from tardy bell to dismissal for grades PreK-5 will not be increased beyond six (6) hours and forty-five (45) minutes and that teachers assigned to grades 6-12 shall not be required to teach more than six (6) periods per day. A period divided by a scheduled lunch shall be considered one (1) period.

8.0403 Members shall be permitted to leave their schools during their lunch period upon approval by a building administrator.

8.0404 Lunch period for all staff receiving a lunch period shall not be less than thirty (30) minutes of consecutive uninterrupted minutes. Members employed to work one-half time or less shall not receive a lunch period.

8.0405 Members who are assigned by the administration to remain on duty during overnight campouts at Camp Campbell Gard, Camp Joy, or Camp Kern which have been approved by the District shall be compensated at the rate of one-third (1/3) of .001 times the base salary at the Bachelor's level for every hour worked

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outside the regular school day. Any campout which is related to an extracurricular activity is excluded from the provisions of this paragraph.

8.0406 Conference Evening Work Time

- A. Members are required to be present in their assigned building and in readiness for evening parent conference dates as specified on the District calendar annually adopted by the Fairfield Board of Education unless otherwise indicated in this Agreement. The specific times of each conference evening will be determined by each building principal and shared with the respective staffs two (2) weeks in advance of each conference evening.
- B. Members are required to be on duty for a minimum of three and one-half (3.5) hours for each conference evening.
- C. Members who are not present for evening conferences and have been granted an approved leave are required to make up the duties/responsibilities of evening conferences. A specific plan for the make-up of the duties/responsibilities must be worked out with the building principal.

8.0407 Members are required to attend one "open house" program per year in their assigned building without additional compensation. Members are required to be on duty for a maximum of two (2) hours for the open house. Members who are not present for open house must use .25 day of approved leave.

8.0408 Calamity Days

- A. A calamity day shall be defined as the official closing of a school or schools by the Superintendent on account of severe weather or other emergency conditions. A two hour delay or a two hour early dismissal will count as a calamity day for half-day programs affected by the delay or early dismissal.
- B. The declaration of a calamity day shall not result in a loss of pay.
- C. Members shall not be required to report to their workplace on the first five (5) calamity days declared by the Superintendent within a school year.
- D. If a calamity day is declared by the Superintendent after the aforementioned five (5) days, the following shall apply to calamity days six (6), seven (7) and eight (8);

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- (1) Members shall report to their workplace unless directed otherwise or a Level 2 or 3 Snow Emergency is declared in the county in which the member works or lives.
- (2) Members may delay their starting time up to two (2) hours later than their regularly scheduled starting time. They must then work that same amount of time past their regularly scheduled ending time. They are still required to work their full 7.5 (seven and one-half) hours each of these three (3) days.
- (3) The work performed on these days will be entirely teacher directed and unencumbered by meetings planned by administration.

E. Any calamity day declared after the eighth (8<sup>th</sup>) calamity day shall be made up as outlined on the school calendar. Preschool programs will make up days as required by law or Ohio Department of Education requirements.

8.0409 Job Sharing

A. Definition

Job-sharing is defined as two members sharing one teaching position teaching the same students within the school district. Job-sharing will be restricted to each partner working some portion of each seven and one-half (7-1/2) hour day or evenly splitting the work week. The teaching partners shall be responsible for the full seven and one-half (7-1/2) hour day. The teaching partners may split their work time by each one working .50 each day, or they may divide their days evenly over the course of a work week by working a two and one-half (2-1/2) day split, including pro-rated planning time. Job-sharing shall be voluntary and require the endorsement of the Superintendent or designee and the principal in the building in which the teachers shall be sharing a position.

B. Parameters

The Administrators' decision shall be on a year-by-year basis and shall be based upon the needs of the building, unique elements of the position and the compatibility of the two teachers requesting to job-share. The Administrators' decision as to whether or not to endorse a job-sharing proposal shall be final and not subject to appeal or the grievance procedure.

The building principal may, during the course of the school year, implement any operational changes that the principal may deem necessary or desirable to improve efficiency, enhance participant job satisfaction or maximize the educational environment for students. However, such changes shall be consistent with the terms of this Agreement.

C.      Initiation

Positions available for job-sharing are limited. Members considering job-sharing should consult with their building principal or immediate supervisor to find out whether job-sharing is an option. Upon written request, a meeting with their administrator shall be held in order to explain the member's proposal. Members wishing to job-share must find their own partner. The Board is not required to post job-sharing partner positions. Members interested in job-sharing, who have been advised by the Principal that job-sharing is an option, must submit a written, joint proposal that follows the Master Contract Agreement. This proposal must outline some of the features to be included in the program. It is to be submitted to their building principal and the Superintendent or designee prior to March 1 of the previous year. Prior to March 14<sup>th</sup> of the previous year, the members proposing job-sharing will be notified of the acceptance or rejection of their proposal. If the proposal is denied, the building principal shall provide written notification of the reason for refusal to the members. By April 30 of the previous year, any agreed-upon proposal shall be provided to the Association President.

D.      Required Elements of the Job-Sharing Proposal

- (1)      Each team shall share one teaching position. Each team member will be properly licensed/certificated and highly qualified for the assignment.
- (2)      Each team must outline how the time and teaching responsibilities shall be divided and shared. This designation shall continue for the entire year.
- (3)      Each team plan shall address unique elements of the positions and describe how such elements will be addressed. Continuity of instruction and services to the students is crucial.
- (4)      Each team shall describe their teaching philosophy and standards and show that they are compatible.
- (5)      Both members shall attend all required inservices, conferences, open houses, IEP meetings, and staff meetings.
- (6)      Both members shall assess students as usual and attend to all applicable classroom management duties.
- (7)      The members will be expected to maintain close communication on a daily basis.

E.      Teacher Employment Rights

The participating members shall, during their employment on a job-sharing basis:

- (1)      Be subject to all provisions of this Agreement.
- (2)      Receive a pro-rated salary based on the appropriate step on the negotiated salary schedule for full-time teachers.
- (3)      Accrue seniority and service years on a full-time basis.



- (4) Receive modular pay if covering the absence of the other team member at the request of the building principal. Substituting for the job-sharing partner is strictly voluntary.
- (5) Receive applicable health benefits and life insurance with the amount of life insurance and the amount paid for health benefit premiums by the Board to be the same as for part-time employees. See Article VII, Sections 7.0103, 7.04 and 7.05 for part-time employee benefits.
- (6) A member's contract status shall not be affected by participation in the job-sharing program.
- (7) It is the responsibility of each teaching partner to investigate the requirements of STRS and to determine their individual service check.

F. Discontinuation of the Job-Sharing Team

- (1) Should the Board, building principal or either of the involved members wish to discontinue the job-sharing program for a subsequent school year, the following shall apply:
  - i. If neither of the job-sharing partners was the incumbent in the shared position, the member on the team having the greater seniority shall retain the position on a full-time basis for the following year.
  - ii. If one of the job-sharing partners was the incumbent in the shared position prior to the job-share, the partner who was the incumbent shall retain the position on a full-time basis for the following year.
  - iii. If discontinuation of the job-sharing team or the job-sharing program results in the reduction of a teaming position, Article XI Reduction in Force may apply. The displaced member may be subject to the RIF policy and placed on a suspended contract with appropriate recall rights.

8.05 Planning Periods

8.0501 All full-time members at the secondary level shall be provided with at least one (1) uninterrupted preparation period per day equal in length to one (1) regular class period. However, due to the variable length of class periods at the Middle School, the daily uninterrupted preparation period will be a minimum of forty-seven (47) minutes in length.

8.0502 All full-time members at the elementary level shall be provided with at least forty (40) uninterrupted minutes of planning time daily. This time shall be scheduled during the student day. In addition, the non-student contact time before or after the student day in grades Pre-K through twelve (12) will be uninterrupted planning time except that two (2) days per month may be used for staff and/or committee meetings.

8.0503 Members on part-time status shall be provided with a daily planning period as follows:

one-third time = twenty (20) minutes planning time

one-half time = thirty (30) minutes planning time

two-thirds time = forty (40) minutes planning time

8.06 Professional Development

8.0601 In the spirit of moving beyond the information/announcement agenda of traditional staff meetings, the parties desire to move toward a greater focus on professional development. Both parties realize that situations arise which require the Board to mandate specific professional development for the Association's members.

8.0602 Development of Building Level Professional Development

- A. Building administration will utilize the Building Leadership Team (BLT) to assist with planning professional development for the building staff. One BLT member shall be appointed by the Association. District administration will utilize the District Leadership Team (DLT) to assist with planning professional development for the district staff. One DLT member shall be appointed by the Association. The amount of time teachers are pulled from their classrooms during the student day shall be carefully considered by those who plan professional development.
- B. Members are required to participate in ten (10) hours of professional development beyond the contracted work day for each academic year. Those ten (10) hours will be will be distributed between building and curriculum-driven professional development.
- C. Members are also required to participate in Teacher Based Team (TBT) meetings.
  - (1) TBT's will meet within the contracted work day for thirty (30) minutes, three (3) times during each month of the academic year.
  - (2) The purpose of TBT's is for teachers to work collaboratively and review student progress based upon common data collected by each member of the TBT to:
    - a. determine which students have been successful and need enrichment,
    - b. determine which students have not been successful and need intervention, and
    - c. utilize the collective wisdom of the group to determine which teaching strategies will best serve each student group.
  - (3) Special area teachers will meet by subject area for ninety (90) minutes per month administratively coordinated with input from special area members. Travel time is included in the ninety (90) minute period.

- D. It is the responsibility of the member to complete the required amount of hours during the academic school year. In the event a member misses a professional development activity, the member will need to make up the activity as follows:
- (1) If a member misses a department, grade level, or subject area meeting, it is the responsibility of the member to meet with the designated staff leader to review any missed information.
  - (2) If a member misses a planned professional development session, it is the responsibility of the member to meet with the building administration to identify an approved replacement for the missed professional development.

8.07 Student/Teacher Placement

8.0701 We recognize that the kindergarten year is in general the first time that children experience formal schooling and that quality early childhood education is crucial to a child's educational start. Therefore, in grade K the board will endeavor to maintain twenty-four (24) students or fewer per class. In the event any grade K teacher has twenty-five (25) students for any a.m. or p.m. session, such teacher shall receive an additional five dollars (\$5.00) per a.m. or p.m. session as applicable. When all grade K teachers at a building have twenty-five (25) students in an a.m. or p.m. session, an educational assistant shall be provided to assist such teachers in that a.m. or p.m. session, and the teachers would not receive additional compensation. Class size for grade K will not exceed twenty-eight (28) students. Eligible teachers who are off more than five (5) consecutive days will not receive additional compensation for the consecutive days not worked.

In grades one (1) through six (6) the Board will endeavor to maintain twenty-eight (28) students or fewer per class. Class size at any grade level one through six in any building will not exceed an average of twenty-eight (28) students. In the event any teacher in grades 1-4 has twenty-nine (29) students, such teacher shall receive an additional ten dollars (\$10.00) per day in compensation. In the event any teacher in grades 1-4 has twenty-nine (29) students for half of the day, such teacher shall receive an additional five dollars (\$5.00) per day in compensation. When all teachers in one grade level in one building have twenty-nine (29) students, an educational assistant shall be provided to assist such teachers, and the teachers would not receive additional compensation. Class size for grades 1-4 will not exceed thirty (30) students. Eligible teachers who are off more than five (5) consecutive days will not receive the additional compensation for the consecutive days not worked.

In grades seven (7) through twelve (12) the Board will endeavor to maintain thirty (30) students or fewer per class.

In grades seven (7) through twelve (12), after the first full week in October of each school year, the total academic class load per member will not exceed one hundred seventy (170) students unless the member(s) agrees to accept additional students.

Nothing contained in this section shall apply to special education, music, physical education, health, and art classes.

8.0702 The process of placing students with special needs will be reviewed each January with the Staff Leadership Committee in each building.

8.08 Staff Development

8.0801 When new textbooks and/or curriculum are incorporated into the school system, all members who will be working with the new textbooks and/or curriculum will receive adequate inservice training and preparation in the use and application of the textbooks and supplemental materials.

8.0802 A menu of professional development opportunities available for the upcoming school year will be submitted by May 1<sup>st</sup> to the District Labor Management Committee. An annual assessment of the Staff Development Program will be conducted by the district and the results of such assessment will be submitted on or before May 1 to the District Labor Management Committee.

8.09 Personnel Files

8.0901 File Location

A personnel file for each member shall be maintained in the district office. This shall be considered a confidential file and the only official file of recorded information of members maintained by the Board except payroll records maintained by the Treasurer's Office. Principals and district office administrators who have supervisory responsibilities for members may maintain anecdotal notes on individual members. Said anecdotal notes may not be used in a member's disciplinary hearing nor entered into a member's official personnel file unless the member has been made aware of the contents of anecdotal notes in advance of the disciplinary hearing or the addition of such items to the official personnel file. All rights as provided for in this provision shall apply to anecdotal notes as well as other recorded information.

8.0902 Access to File

- A. Individual members and/or designee shall have access to their personnel file upon request with reasonable advance notice. Requests of members to have access to their personnel files shall be handled by the Superintendent or designee.
- B. Except as required by the Ohio Public Records Act, individuals who shall have access to a member's personnel file shall be limited to the Superintendent, Assistant Superintendents, Administrative Assistants, and other administrators who are directly involved in either the supervision of the member or an employment decision concerning the member, and/or other designated employees involved in file maintenance.

8.0903 Entry Identification

Copies of information placed into a member's file shall be duplicated and provided to the member at Board expense immediately upon placement in file.

8.0904 Signature or Initial of Member

The member's initials or signature will not indicate agreement with the content of the material, but indicates only that the material has been inspected by the member. The member will also be told that he/she has the opportunity to reply to any critical material in a written statement to be attached to the file copy.

8.0905 Entry of Materials by Member

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

8.0906 Removal of Materials

- A. Any materials entered into a member's file, except evaluations or other items not subject to the grievance procedure, may be grieved as to accuracy, relevance, timeliness, or completeness of such material. If it is found to lack in any of the aforementioned, it shall be corrected or completed or if found irrelevant or untimely, it shall be removed from the member's file.
- B. Information in the personnel file may be removed upon mutual agreement of the member and the Superintendent or designee.

8.0907 Anonymous Letters

Anonymous letters or materials shall not be placed in a member's file, nor shall they be made a matter of record except as required by law.

8.0908 Unauthorized Access

Except as required by the Ohio Public Records Act, the contents of the personnel file of a member shall not be disclosed to any person not authorized by the provisions of this contract or the member. A member may authorize access to his/her personnel file by submitting a written release to the Superintendent or designee. Said release shall be maintained in the personnel file.

8.0909 Copies of Materials

A member will be entitled to a copy of any material in his/her file.

8.0910 Privacy Act

The provisions of this section shall constitute the adoption and implementation of rules providing for the operation of the system of member personnel files in accordance with the provisions of Chapter 1347 of the O.R.C.

8.10 Preschool Policy

The following terms and conditions apply to the members involved in the Preschool Grant Program.

8.1001 It is the intent of the parties that the two (2) required annual home visits per student will be scheduled during the course of the regular workday. However, if the immediate supervisor of the Preschool Program determines that a home visit(s) has to be scheduled during the evening hours to accommodate a parental schedule, the staff member(s) involved will be able to flex the equivalent amount of time off on the next Friday following the home visit(s).

8.1002 At least two (2) district employees will be present at all home visits. Scheduling of home visits will be subject to the approval of the immediate supervisor of the Preschool Program. The length of the preschool teachers' workday shall be as provided in the master contract and travel time to and from home visits will be included in the workday. A lunch and planning period will also be provided.

Further, it is the intent of the Board of Education to schedule inservice programs during the weekly Friday workday. It is further understood that attendance at inservice programs scheduled during non-school hours will be voluntary on the part of the teacher member.

8.1003 Certificated preschool staff members may utilize district vehicles provided through the Transportation Department for home visits, or will be reimbursed for mileage when using their private vehicle for home visits. Reimbursement will be at the rate as specified in the current master contract.

8.11 No Smoking Policy

The Fairfield City School District Board of Education and the Fairfield Classroom Teachers' Association agree to the following:

- 8.1101 Members must move off school grounds and out of sight from school property to smoke.
- 8.1102 Although the Fairfield City School District requests cooperation of bargaining unit members in enforcing the "No Smoking" Policy, members of the bargaining unit are only required to bring violations of this policy to the attention of the administrative or security personnel.
- 8.1103 Any bargaining unit member violating the "No Smoking" Policy will be given a verbal warning and referred to the Employee Assistance Program for an individual counseling session for the first offense. Violations of this policy beyond the first offense will be dealt with on a case-by-case basis.

8.12 Drug Free Workplace

- 8.1201 No employee shall unlawfully manufacture, distribute, dispense, possess or use any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance as defined in federal and state law, in the workplace.
- 8.1202 "Workplace" is the site for the performance of any work done in connection with the District. The workplace includes any school building, school property, school-owned vehicles or school-approved vehicle used to transport students to and from school or school activities (at other sites off school property) or any school-sponsored or school-related activity, event or function, such as a field trip or athletic event in which students are under the jurisdiction of the school authorities.
- 8.1203 As a condition of employment, each employee shall notify his/her supervisor, in writing, of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, not later than five (5) days after such conviction.
- 8.1204 Employees will be given a copy of the standards of conduct and the statement of disciplinary sanctions and will be notified that compliance with the standards of conduct is mandatory. Employees who violate the policy shall be subject to administrative regulations, local, state and federal laws and/or the negotiated agreement, up to and including termination. Any employee in violation of this policy may be required to participate in a drug abuse assistance or rehabilitation program approved by the Board.

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- 8.1205 Employees will be provided the opportunity to participate in a drug-free awareness program to inform them of requirements, services and penalties.
- 8.1206 Annually, employees will receive a list of local drug and alcohol counseling, rehabilitation and re-entry programs and services which are available in the community. Lists will also be available in the central office.
- 8.13 Summer School Instructors, Home Instructors, ESL Tutors, Latchkey Summer Leaders, and Online Instructors
- 8.1301 Summer School Instructors, Home Instructors, ESL Tutors, Latchkey Summer Leaders, and Online Instructors approved by the Board shall be considered supplemental contract positions and shall be paid at the hourly rate for Bachelors degree, step 0 on the teachers salary schedule (Appendix A). If the on-line instruction is a part of a student-initiated credit flexibility plan, see Section 8.24 for the member working conditions for the “teacher of record” under a credit flexibility plan.
- 8.1302 All members employed in one or more of the above-referenced positions shall not be entitled to a planning period, a lunch period, or paid leave while performing the duties of these positions.
- 8.1303 Except for the hourly rate of compensation specified in this Article, any member employed by the district solely in one or more of the above-referenced supplemental positions shall not be eligible for any other benefits specified in this contract or be subject to the Fair Share Fee. Terms and conditions of such supplemental contracts shall be the same as for other supplemental contracts, except that any grievance under such contracts shall only relate to the rate of the member’s pay or hours worked.
- 8.1304 Except as provided in Section 8.1306, the purpose of online instruction is to enhance and expand class offerings for students; particularly students who are at-risk, (credit-deficient or expelled), gifted, and/or on home instruction. Online instruction will be used as a way to provide electives with low enrollments, with “low enrollment” defined as it has been in the past. Online instruction may be a part of a student-initiated credit flexibility plan. See Section 8.24 for the details of member working conditions for the “teacher of record” under a credit flexibility plan.
- Courses for online study will be reviewed by the instructor, the department chairperson, the building principal or designee, and the superintendent or designee, and other relevant personnel, and presented to the Board of Education for approval in accordance with Board policy. Additionally, courses for online study could be developed by Fairfield employees if feasible.
- 8.1305 Home Instruction, ESL Tutoring, and Electronic Remediation/Non-credit Instruction done by a member during a member’s planning period or during the member’s designated work day shall be paid at the



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modular pay rate per Article VI, Section 6.09. See Section 8.24 for the member working conditions if the member is the “teacher of record” for a credit flexibility plan.

8.1306 The Fairfield City School District seeks to provide students with 21<sup>st</sup> century learning opportunities. Some of these learning opportunities may include online coursework provided by members which could replace traditional classroom instruction in some instances. The District agrees that no then-existing member will be reduced, non-renewed or otherwise lose employment with the District as a result of the implementation of online coursework. Members may be assigned to other teaching positions for which they are qualified as necessary to retain their employment with the District. Members who are providing online coursework as regular teachers under this section shall not be paid or covered as online instructors under the provisions of Sections 8.1301 through 8.1305 above.

8.14 Sports Medicine/Pupil Activity Requirement

The Board will offer at least once annually the training necessary to complete Sports Medicine/Pupil Activity Certification at no cost to the member. Such training shall be scheduled as determined by the Board of Education and shall be offered only to members required to have the Sports Medicine/Pupil Activity Certification as a part of a supplemental contract.

The Board shall have the authority to require Sports Medicine/Pupil Activity Certification. Members who do not utilize the Board-offered training shall be responsible to obtain the certification on their own.

8.15 Student Teacher Policies

8.1501 No member will be assigned a student teacher or student observer without the member’s consent. Members will be provided prior notification as to the date, university requirements and time of all student observations.

8.1502 Members will receive all compensation paid by the sending college or university for accepting a student teacher. Any and all remuneration in the form of stipend(s) or credit certificate(s) (tuition vouchers) supplied by a college and/or university to the Fairfield City School District for participation in the student teacher program shall be assigned by the District to the teacher who performed the work with the student. The value of such vouchers will be included on the W-2 tax forms of the participating member(s). Remuneration in the form of monetary payment received by the District will be paid by the District in one check stipend for each semester applicable, to be included on the regular paycheck as additional pay, with deductions taken out as required by law.

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8.1503 The building principal will give the bargaining unit members the opportunity to express interest in having student teachers or student observers prior to making such assignments.

8.1504 An existing leadership committee at each building, such as department heads, unit leaders, subject coordinators and/or grade level chairs, will be assigned the duty of reviewing with the building administration all student teacher placements prior to the university's confirmation deadline. Final approval rests with the building administration.

8.1505 In the event the member feels the necessity to terminate the assignment, the member will contact the building principal who, in turn, will arrange for a conference between the building principal, the cooperating teacher, the student teacher, and the student teacher's immediate supervisor/advisor from the placing university.

8.16 Procedure for Reconsideration of Instructional Material

When criticism of the books or materials in any school and/or school library is received from patrons of the district, the following steps shall be taken:

8.1601 The critic shall be required to fill out and return the approved form with the complainant's signature attached. (See Appendix L).

8.1602 A committee, appointed by the Superintendent, shall review the request(s) for reconsideration of a library book or materials. This committee will report its findings and make recommendations to the Superintendent.

8.1603 If the complainant is not satisfied with the decision made by the Superintendent, the matter may be taken to the Board of Education for final resolution.

8.1604 Resolution at the Board of Education level shall bring referral to the Superintendent or designee for implementation.

8.17 Physical/Psychological Examinations

When information regarding a member comes to the attention of the Superintendent or designee which pertains to the member's physical or psychological ability to perform his/her duties or which may have a direct impact on the physical safety and welfare of the member, fellow employees or the students, the following procedures will be implemented:

8.1701 The Superintendent or designee will investigate to determine if the matter is to be dropped or pursued.

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- 8.1702 If the Superintendent or designee determines to pursue the matter, the Superintendent or designee will personally schedule and hold a conference with the member to discuss the information received and possible resolution of the matter. When scheduling the conference with the member, the Superintendent or designee will share the nature of the information with the member and advise the member that he/she may have an Association representative present at the conference.
- 8.1703 Subsequent to the conference, if the Superintendent or designee determines the matter remains unresolved, the Superintendent or designee will implement one or more of the following:
- A. determine that no further action is needed at this time.
  - B. advise the member to see his/her personal physician and/or make a self-referral to the Employee Assistance Program (EAP).
  - C.
    - (1) at Board expense, require the member to have a physical and/or psychological examination. The member may choose from among a list of at least four physicians/clinical psychologists provided by the Superintendent or designee. Prior to the member's appointment with the physician/clinical psychologist, the Superintendent or designee shall issue a communication to the selected physician or clinical psychologist in the form shown in Appendix N. The member shall execute the written CONSENT TO RELEASE OF EXAMINATION REPORT as shown in Appendix N.
    - (2) The selected physician/psychologist is to send a written statement to the Superintendent or designee certifying that the member is or is not competent to perform his/her duties and does or does not present a danger to the safety of the member, fellow employees or students.
    - (3) If the statement is in dispute by either party, or if the statement is not issued in a timely manner, an additional opinion will be obtained at Board expense from another physician or clinical psychologist on the list.
    - (4) Where the question of competency remains at issue, a third opinion will be obtained from a third physician or clinical psychologist on the list. Additional physicians or clinical psychologists may be added to the original list by the Superintendent or designee, if necessary. The majority opinion will be binding.
  - D. When a member is required by the Superintendent or designee to have an initial or subsequent physical and/or psychological examination pursuant to subparagraph C. above, the member shall be placed on paid administrative leave for a period of up to five (5) working days which may be extended by mutual agreement. If the matter is not resolved within that period, the member shall be required to use sick leave, if available, and if not available, shall either use personal leave, if

available, and/or be on unpaid leave until the matter is resolved in accordance with subparagraph C. above. Other than the paid administrative leave provided above, it is the intent of the parties that the member will be responsible for using sick leave, personal leave or unpaid leave as outlined above for any periods during which the member is determined to be not competent to perform his/her duties or presents a danger to safety. The member shall be recredited for sick leave used and paid salary for unpaid leave used for any period during which the member is ultimately determined to have been competent and not a danger to safety in accordance with the above process. The Board shall not be obligated to provide unpaid leave under this section for more than a period of one year.

8.1704 Any and all information obtained relative to a member's physical or psychological condition shall remain confidential to the Superintendent or designee, the Board attorney, and confidential support staff of the district office, except that the Superintendent or designee may utilize the information obtained as the basis of a recommendation or recommendations, with regard to the member's discipline, employment status or contract. Such confidential information may be disclosed to the Board of Education or to any other individual who has responsibility for decisions regarding the member's discipline, employment status or contract.

8.1705 Refusal of the member to participate in the conference or submit to such examinations shall be deemed a matter of employee discipline.

8.18 Complaint Procedure

8.1801 When a complaint regarding a member is received by the administration from a parent, student, staff member or community member, which may result in disciplinary action or specific notation in the evaluation of the member, the administration shall notify the member of the complaint and shall confer with the member as to the validity of said complaint.

8.1802 No record of a complaint shall be placed in the member's personnel file or specifically noted in the evaluation until such meeting occurs and the complaint is substantiated and is considered serious enough to warrant placement in the personnel file or specific notation in the evaluation. The member shall be notified of such placement and the provisions in Article VIII, Item 8.09 shall be applicable.

8.19 Disciplinary Procedures

8.1901 The administration may take disciplinary action against any member for just cause. Generally, discipline will be progressive in accordance with the following steps:

Step I - Verbal warning to the member

Step II - Written warning to the member

Step III - One day suspension without pay

Step IV - Three day suspension without pay

If the infraction or conduct is of a severe nature, any or all of these steps may be waived by the administration.

8.1902 Except for verbal warnings, a conference shall be scheduled between the member and the administration to discuss the infraction or conduct and any proposed discipline.

8.1903 The member shall have the right to an Association Representative of his/her choice at any conference in which the member is present and in which discipline of the member is discussed.

8.1904 Non-renewal of limited, extended limited, and supplemental contracts and evaluations are not disciplinary actions under this contract. Evaluations may not be used as evidence in member disciplinary action under this contract without independent supporting evidence.

8.1905 Termination and suspension pending termination shall be according to statute and the provisions of this contract do not alter or affect those procedures.

8.20 Workers' Compensation

The Board will provide Workers' Compensation coverage to the members in accordance with the applicable Ohio statutes. Any member who sustains an injury or has a claim covered by the Ohio Workers' Compensation statutes shall:

- A. in compliance with Ohio H.B. 308 complete and submit to his/her immediate superior an Employee Accident Report Form.
  
- B. secure treatment from one of the designated providers as listed on the employee accident report form if medical treatment outside of the assigned work area is needed.

The designated provider will complete and file appropriate Workers' Compensation medical claim forms, and take care of all billing to Workers' Compensation. There will be no out-of-pocket expenses to the member when treated for an injury or claim covered by Workers' Compensation at the designated provider. In addition, and as needed, the designated provider's physicians will confer with the member's private physician to ensure appropriate treatment and follow up.

If so desired, members may consult with and/or visit their private physician following the initial contact with a designated provider. When doing so, the member should inform the private physician of the job-related injury.

Members filing a claim for lost wages through Workers' Compensation must secure and complete the appropriate wage loss claim form. Forms are available through the Treasurer's Office.

8.21 Special Education Annual Reviews and Alternate Assessments

The Board will provide two days of release time during the regular school day for special education resource and inclusion teachers for the purpose of writing annual reviews. In addition, the Board shall provide up to a maximum of ten (10) hours of modular pay to special education resource and inclusion teachers for work performed on-site writing annual reviews beyond the regular work day. As recommended by the Special Services Director, the Board will provide up to one-quarter release day per student for Special Education teachers responsible for Alternate Assessment administration. In addition, the Board will provide up to three (3) hours of modular pay per student to special education teachers for work performed on site preparing alternate assessment kits beyond the regular work day.

8.22 Intervention Guidelines

The superintendent will oversee the preparation of written guidelines and provide orientation for the guidelines in order to address the following items:

- A. Clarification of the roles and responsibilities of the special and regular education teacher when working in an inclusion setting.
- B. Sample lessons, examples of how to modify lessons, and directions on how to locate resources.
- C. All forms used in the RTI/PBIS process, in use in the building, along with instruction for their use.
- D. An annual purchase plan that details what items should be purchased by the district, building budget, or special education budget.
- E. Other intervention information as appropriate.

8.23 Recordkeeping

One-half of the November inservice day will be a recordkeeping exchange day. Members may use these 3.75 hours, as needed, for recordkeeping throughout the year.

8.24 Student-Initiated Credit Flexibility Plans

8.2401 The district will offer credit flexibility options to students in grades 9-12 beginning in the 2010-2011 school year in accordance with Ohio law. A student desiring to use a credit flexibility option must submit

a plan for approval. Each plan, other than a plan for an online course offered by a provider that is on the district approved provider list, will be reviewed by a panel consisting of an administrator, a school counselor and a teacher or teachers licensed to teach the course or courses for which the student wants flexible credit. A member serving on such a panel to approve a plan or to hear an appeal for approval of a plan will be compensated at the modular pay rate listed in Section 6.09 for all panel work required outside the regular member work day or during the member's planning period.

- 8.2402 All work of approving credit flexibility plans, and approving, monitoring, and assessing work under a student-initiated and district-approved credit flexibility plan shall be voluntary.
- 8.2403 The member will be compensated on a supplemental contract for ten (10) hours at the BA 0 hourly rate for each student on a student-initiated credit flexibility plan for which he/she is the teacher of record.
- 8.2404 When a Fairfield student is enrolled in an online course through Butler Tech Online, a Fairfield member will be the teacher of record unless the teacher of record is otherwise provided.

## **IX. LEAVES OF ABSENCE**

### 9.01 Adoption Leave

- 9.0101 An employee may use up to twenty (20) days of accumulated sick leave for his/her personal adoption of a child up to and including five (5) years of age.
- 9.0102 If both adoptive parents are bargaining unit members, their combined use of sick leave for the purpose of adoption is limited to twenty (20) sick days total.
- 9.0103 Members who adopt may also use unpaid Family Medical Leave Act (FMLA) as applicable and as referenced in subsection 9.06 contained herein for the purposes of adoption.
- 9.0104 Members who adopt may also use unpaid childrearing leave as specified in subsection 9.03 contained herein for the purposes of adoption.
- 9.0105 Legal verification that adoption is in process or has been finalized is required.

9.02 Assault

9.0201 Any member who is unable to perform his/her duties due to a physical assault upon the member while performing school-related activities shall receive assault leave up to a maximum of thirty (30) days. Performing school-related activities shall be interpreted to include any actions taken by members to control, discipline or otherwise direct the behavior of individuals which disrupts a school function. This shall not include actions taken for personal reasons. Upon request, the member shall provide the Superintendent with a statement from his/her physician that the member is unable to perform the duties of his/her position due to the injury.

9.0202 All absences due to court appearances resulting from school related assaults shall be chargeable to assault leave.

9.03 Childrearing

9.0301 Unpaid childrearing leave for a newly born or newly adopted child shall be granted to a member for up to twelve (12) consecutive months. Extensions may be granted at the discretion of the Board. Members shall submit a written notice to the Superintendent not later than thirty (30) calendar days prior to the member's last workday advising the Superintendent of the date that this leave is to begin. If the Board exercises the option to non-renew the member's contract as in Section 5.0206, the unpaid childrearing leave will terminate with the end of the employee's limited contract with the District.

9.0302 Members' rights while on childrearing leave are the same as those stated for unpaid leaves of absence (9.0704).

9.0303 The Board recognizes that the granting of unpaid childrearing leave does not preclude a pregnant member from also exercising her rights to sick leave and/or an unpaid leave for personal medical reasons. Childrearing leave, sick leave and unpaid leave cannot run concurrently.

9.04 Court Appearance/Jury Duty

9.0401 When a member is called for jury service, he/she shall give his/her immediate supervisor proper notice and the Board will reimburse the member his/her regular pay and/or supplemental pay.

9.0402 When a member under contract is subpoenaed to serve as a witness in a school district job related court action, he/she shall be given a leave of absence with pay for the time required for such court appearance.



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9.0403 When a member is involved as a party in a court action arising from his/her school district employment, he/she shall be given a leave of absence with pay for the time required.

9.0404 When a member is subpoenaed or is party in a court action other than job related, he/she shall be permitted to use personal days, apply for a day(s) without pay, or apply for unpaid leave of absence

9.05 Day Without Pay

Members may apply for and may or may not be granted up to two (2) aggregate days without pay within the school year contingent upon the following:

9.0501 The member has exhausted his/her allowable personal days.

9.0502 Days without pay may only be used in one-half (1/2) or full day increments.

9.0503 Except for a verified emergency, a day without pay cannot be used prior to or after a holiday.

9.0504 Members must submit a day without pay form to the building principal at least three (3) days in advance of the requested day(s). (See Appendix G)

9.06 Family Medical Leave Act

The provisions of the Board Policy and related regulations regarding the Family and Medical Leave Act (Board Policy GBR and Regulations GBR-R) as they exist upon the effective date of this agreement shall apply to the members of the bargaining unit. This policy will be maintained in the files of the Association President, Assistant Superintendent, and in all school buildings. Both paid leaves of ten (10) or more consecutive days and unpaid leaves of absence (including childrearing) and Family Medical Leave Act leave shall run concurrently, if applicable.

9.07 Leave of Absence, Unpaid

9.0701 To be considered, members applying for an unpaid leave of absence shall:

- A. Verbally advise the administration as soon as possible if an application for leave of absence is being considered.
- B. Apply for such leave of absence in writing indicating the value of such leave to him/herself and/or the school system by completing and submitting the Application for Unpaid Leave of Absence (Appendix W).

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- C. Examine the Optional Retirement System Purchase of Service Waiver (Appendix X), if applicable, and decide whether or not to agree to the waiver.
- 9.0702 When reviewing a request for an unpaid leave of absence, the Board will consider the value of the leave to the member and the school system, as well as any potential costs associated with the unpaid leave of absence, including, but not limited to, the possible future cost of service credit purchase, or the waiver and agreement not to purchase or attempt to purchase service credit for the period covered by the unpaid leave (Appendix W).
- 9.0703 A member may or may not be granted an unpaid leave of absence for part or all of a school year upon approval of the Board of Education. If illness or other disability of the member is the reason for the request, unpaid leave shall be granted for a period of not more than two (2) consecutive school years.
- 9.0704 If an unpaid leave of absence is granted, the following shall apply:
- A. A member on an unpaid leave of absence may choose to continue participation in all insurance plans by remitting the premium to the Treasurer of the Board. Such remittance shall not be required more than thirty (30) days in advance.
  - B. The term of the member's contract shall not be extended by leave in the event that a member's limited contract expires while on leave. The member's contract will be renewable or non-renewable in accordance with O.R.C. and this Agreement.
  - C. All other benefits provided in this contract cease while on an unpaid leave of absence.
  - D. A member's return date from an unpaid leave of absence shall coincide with the beginning of the next academic term unless a different time of return is mutually agreed to by the member and the administration.
  - E. If a member on a first year leave notifies the Superintendent or designee of his/her intent to return on or before March 1, he/she shall be returned to his/her previous assignment; otherwise he/she shall be returned to a position for which he/she holds certification. Members on a second consecutive year of unpaid leave shall be returned to a position for which he/she holds certification.

9.08 Maternity/Paternity Leave

9.0801 Female members may use accumulated sick days and/or personal days on an as needed basis during pre-natal period. Immediately following the date of delivery female members may use their accumulated sick days and/or personal days for any scheduled workdays during the period of fifty-six (56) calendar days immediately following the date of delivery. The member is expected to return to work at the conclusion of the fifty-six (56) calendar day period unless the use of additional accumulated sick days is required by the attending physician's written direction or if the member requests and is granted an unpaid childrearing leave of absence.

Female members who do not have sufficient accumulated sick days and/or personal days to cover the workdays in the fifty-six (56) calendar day period immediately after the date of delivery and are unable to return to work must apply for an unpaid childrearing leave of absence until released by the attending physician. Release by the attending physician does not preclude the member from being granted an initial or extension to an unpaid childrearing leave of absence.

9.0802 Male members may use accumulated sick days and/or personal days on an as needed basis during pre-natal period. Immediately following the date of delivery, male members may use up to twenty (20) days of accumulated sick days and/or personal days.

9.0803 All members may take additional unpaid leave for childrearing as outlined in this Master Contract Agreement and/or in the Family Medical Leave Act. Please refer to Sections 9.03 and 9.06 of this contract.

9.09 Military Leave

Military leave shall be as provided in O.R.C. 3319.13 and 3319.14. The Board may suspend the contract of the replacement teacher whose services become unnecessary because of the return of a teacher from service in the uniformed services. If the replacement teacher has been employed under limited or continuing contract for two years or more with the Board, such contract suspension shall be in accordance with the procedures of Article XI.

9.10 Personal Business Leave

Member attendance is important to the teaching/learning process. The district is judged on its effectiveness in part by member attendance. Individual buildings may also be judged in part by this standard. Members should use personal business leave judiciously and in accordance with the guidelines listed in this section.

9.1001 A member by contract is permitted three (3) personal leave days each school year. A personal leave day is defined as a day to transact business or other personal matters that are not covered by the sick leave policy or cannot be done outside the workday. On days immediately before or after a vacation or holiday,

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personal leave days may only be used if needed because of verified emergency conditions affecting the member at the sole discretion of the Superintendent or designee. The emergency conditions must be described either in writing or in a personal conference with the Superintendent or designee.

- 9.1002 Members who request personal business days during the months of May or June must indicate, in writing, their reason for making this request. Acceptable reasons are as follows:
- A. Specified emergencies of a serious nature.
  - B. Deaths in the family that would not be covered by sick leave policy.
  - C. Sickness in the family that would not be covered by sick leave policy.
  - D. Specified business transactions that cannot be conducted at any other time than during school hours.
  - E. Wedding of the member or a member of the immediate family as specified for use of sick leave.
  - F. Graduation ceremony of the member or a member of the immediate family as specified for use of sick leave.
  - G. Other specified reasons approved by the Superintendent or designee.
- 9.1003 Request for Personal Leave (Appendix D) will be submitted to the principal at least three (3) days in advance of the requested date. The three (3) day limitation may be waived in the event of a confirmed emergency.
- 9.1004 The number of members on personal/professional leave in a building on any one day may be restricted to a number equal to twenty percent (20%) of the professional staff of the building.
- 9.1005 A personal leave day may be used in one-quarter (1/4) day increments.
- 9.1006 Whole and partial days of unused personal leave will be converted to sick leave on a one (1) to one (1) ratio as of June 30 of each year.

9.11 Professional Leave

- 9.1101 Professional leave is defined as leave for attendance at professional meetings of a relatively short duration such as conferences, workshops, or seminars, for visitation to other schools within a reasonable distance; or for other professional growth opportunities. Professional leave may be granted to members who are required to attend college-level classes on conference nights. Submission of Appendix F-3 and proof of class attendance is required.
- 9.1102 Members are encouraged to develop professional growth plans which are based on district, building, and student needs, as well as identified professional growth needs.
- 9.1103 The "Request for Professional Leave" form included as Appendix F will be submitted through the principal to the Superintendent or designee as far in advance of the requested day as possible, but at least five (5) days in advance of the requested leave.
- 9.1104 Members may be granted professional leave if:
- A. the request is directly related to their assigned duties as a member and is designed to improve the member's performance in their assigned duties, and/or.
  - B. the request is directly related to the member's professional growth plan as described in 9.1102 above.
- 9.1105 Reimbursement for reasonable expenses for transportation, lodging, meals, and registration fees may be authorized (See Appendix F-1). However, professional leave requested which includes expenses other than a substitute may also be authorized with partial reimbursement for expenses or without reimbursement for any expenses.
- 9.1106 Attendance is required at the professional meeting or activity for which professional leave has been granted.
- 9.1107 The number of members on professional/personal leave in a building on any one day may be restricted to a number equal to twenty percent (20%) of the professional staff of the building.

9.12 Sabbatical

- 9.1201 Sabbatical Leave is defined as "leave of absence for professional growth." Sabbatical leave plans will generally be based upon college coursework. Such plans must include: a statement as to the specific

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intent for the leave; college/university to be attended; specific coursework to be taken within a stated time frame; and a proposed schedule for completion of coursework. Sabbatical leave plans which include college/university coursework which can be obtained in the evening and/or during the summer will not be considered.

Sabbatical leave plans which are not based upon college coursework must include a detailed explanation of the intended professional growth experience, a statement as to the specific intent for the leave, and a description of how such professional growth will benefit the applicant and the school district.

Either type of sabbatical leave plan must include a specific plan for implementation of the new learnings acquired by the member upon return to the district. Either type of plan which requires the member to relocate for the duration of the sabbatical leave must state the specific reason for the relocation and why the same professional growth experience cannot be obtained within the tri-state area. Either type of plan which includes a career change within the field of education will be considered; plans which are structured to make a career change into a field outside of education will not be considered.

9.1202 The Sabbatical Selection Committee

- A. One (1) member and one (1) administrator from each school building shall comprise the Selection Committee.
  - (1) The Superintendent will designate the administrators.
  - (2) The FCTA President will designate the members.
  - (3) The Selection Committee will elect a Chairperson from its membership.
  
- B. Two-thirds (2/3) committee membership constitutes a quorum. However, approval of an application shall be by majority vote of the entire membership of the committee.
  
- C. The Superintendent or designee is a non-voting "ex officio member," except he/she shall vote to break a tie vote among the other members of the committee.

9.1203 Qualifications for Sabbatical Leave:

- A. Sabbatical Leave may be granted:
  - (1) To a member who has completed seven (7) years of actual service in the Fairfield City School District. Sabbatical leaves may not be granted more frequently than once every five (5) years, and;
  - (2) To no more than five percent (5%) of the professional staff at any one time. Qualified applicants who have not been granted a previous sabbatical leave shall have priority

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over applicants who have had a previous sabbatical leave in applying the five percent (5%) limitation.

- B. Length of leave must correspond to the academic term used in the school building from which the applicant requests the leave. Leaves must be for a continuous period and must be a minimum of one academic term, but no longer than twelve (12) calendar months.
- C. The Sabbatical Leave recipient must resume employment with the Fairfield School District for the subsequent academic year.

9.1204 Written application for leave must be submitted to the building principal at least ninety (90) days prior to the beginning date of the Sabbatical Leave (See Appendix R).

- A. Applicant may be requested (or may request) to appear before the Selection Committee.
- B. The application will either be rejected or recommended to the Superintendent by the Selection Committee. If recommended, the Superintendent will present the application to the Board for consideration at its next regular meeting and will notify the applicant of the Board's decision. The committee's rejection of an application shall be final and not subject to the grievance process; however, applications may be resubmitted to the Selection Committee.
- C. Prior to the beginning date of the Board-approved leave, the applicant will execute the form provided for the approval of Sabbatical Leave (See Appendix S).
- D. Assignment upon return will be made to the position previously held to the extent practicable.
- E. The applicant must submit written evidence to the Sabbatical Selection Committee that the Sabbatical Leave plan was followed within sixty (60) days after the conclusion of the leave.

9.1205 Employment Status of Sabbatical Recipients:

- A. The recipient remains a regular certificated member of the Fairfield School District.
- B. The recipient's compensation while on leave will be the difference between the recipient's regular base salary and the base salary from the teacher's salary schedule at Bachelors, step 3. Compensation will be paid in accordance with the pay periods specified in this Agreement. All salary received while on leave will be refunded to the Board if the applicant does not resume employment with the Fairfield School District for one (1) academic year.

- C. The benefits and privileges accruing to all other certificated members -- not in violation of the Ohio Revised Code -- will also accrue to the sabbatical recipient, namely:
- (1) Payroll deductions will be made.
  - (2) State Teachers' Retirement System payments will be based on the actual salary received.
  - (3) Accrued service will be credited on the salary schedule.
  - (4) All insurance will be maintained.
  - (5) The recipient is eligible to participate in the professional staff development program.
  - (6) The recipient will continue to accrue sick days.

9.13 Sick Leave

9.1301 Members are considered to be under contract for twelve (12) months.

9.1302 Each member shall be granted 1.25 days per month for each month of each year following employment. Accumulation of sick leave shall be a maximum of three hundred and thirty (330) days.

9.1303 Members may use their sick leave benefits when there is personal illness, a medical/dental appointment, \*pregnancy, \*\*adoption, injury, death or an emergency to a member of their immediate family. Immediate family consists of the employee's spouse, parents, children, sister, sister-in-law, daughter-in-law, brother, brother-in-law, son-in-law, grandparents, grandchildren, uncle, aunt, stepparents, stepchildren, spouse's parents, spouse's grandparents. Other persons living in the same household will be considered "immediate family." For the purposes of bereavement, members may use up to three (3) days per year for any family member, good friend, or neighbor. These days may be used in one-quarter (1/4) day increments. The three (3) day bereavement limitation may be waived by the Superintendent or designee. The following relationships are not subject to the annual paid bereavement leave limits: employee's spouse, employee's parents, and employee's sister, brother, children/stepchildren and other persons living in the same household. For the purposes of bereavement, members may also request the use of paid personal leave days and days without pay in addition to the bereavement limits stated herein and subject to language governing the use of personal days and days without pay contained in sections 9.10 and 9.05 respectively. (\*See Item 9.08 above for maternity/paternity leave parameters.) (\*\*See Item 9.01 above for adoption leave parameters.)

9.1304 If a member is absent for reasons covered by sick leave before he/she has had sufficient time to accumulate sick leave balance, in an effort to avoid salary deduction, the following policy will prevail:

- A. A deficit of not more than five (5) days may be debited against anticipated accumulative sick leave.



- B. No debit will be for a period extending beyond August 31.
- C. No deficit will be permitted after one (1) year of employment except by permission of the Superintendent or designee.
- D. If a member's employment is terminated while he/she still has a debit sick leave, a deduction will be made from the final paycheck to balance the sick leave account.

9.1305 Sick leave will be deducted in minimum increments of one-quarter (1/4) day, based upon individual's workday (See Appendix E).

9.14 Sick Bank, Voluntary

The purpose of the Voluntary Sick Bank (hereinafter referred to as the "Bank") is to provide personal illness leave to contributors to the Bank after their accumulated personal illness leave has been exhausted, and more specifically, to provide such leave from the Bank in cases of prolonged illnesses. The Bank rules and guidelines are as follows:

9.1401 Voluntary Sick Bank Committee

- A. The Bank will be operated on a voluntary basis. A committee shall be formed to administer the Bank and to provide the information whereby the Treasurer's office of the Fairfield City School District will keep the records. This committee shall be empowered to adopt rules and regulations for participation in and operation of, and to make decisions required to administer the Sick Leave Bank, so long as those rules, regulations, and decisions do not modify the agreement contained herein. This committee will be titled the "Voluntary Sick Bank Committee," (hereinafter referred to as the "SBC"). The SBC shall be composed of the following five (5) persons:
  - (1) The Superintendent of Schools of the Fairfield City School District or his/her designee.
  - (2) The President of the Fairfield Classroom Teachers' Association or designee.
  - (3) The Treasurer of the Fairfield City School District or designee.
  - (4) Two (2) bargaining unit members. These members are to be appointed by the Association President. Effort should be made with these appointments to provide bargaining unit representation from the elementary, middle, and secondary levels.
- B. Should a vacancy occur on the SBC, a replacement for the vacant position shall be appointed by the authority making the original appointment.

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- C. One (1) of the three (3) bargaining unit SBC representatives will be selected to act as chairperson of the SBC. The Association President will designate the chairperson prior to the first meeting of the SBC.
- D. The SBC will be responsible for developing the forms needed to operate the Bank and to provide all written documentation for participation of members of the bargaining unit in the Bank (hereinafter "members") and use of sick days from the Bank.

9.1402 Enrollment

- A. Enrollment in the Bank by members will open on April 1 of each school year and end September 30 of each school year, or will open during the first four (4) weeks following the first day of employment for any members employed after September 30.
- B. The Bank will become operational only after forty percent (40%) or more of the members of the bargaining unit have shown their willingness to participate in the Bank by contributing the individually required number of days to the Bank. The individually required number of days is set forth in subsection 9.1404 C below.

9.1403 Membership

The Bank shall be established for all members who indicate their desire to participate by contributing the individually required number of days as indicated in subsection 9.1404 C below.

9.1404 Guidelines

The Bank shall be administered by the SBC in accordance with the following provisions:

- A. The Bank may be used only by the individual contributor for his/her personal illness.
- B. Days from the Bank may be used only for those workdays that the individual contributor is employed under a Regular Teacher Contract (limited or continuing).
- C. Any member desiring to participate in the Bank will initially donate one (1) day of his/her accumulated sick leave to the Bank. Additional days will be requested by the SBC as required by the following subsection 9.1404 D. All sick leave days donated to the Bank by members must be acknowledged in writing by the donating member. (See Appendix O.)
- D. If the number of days in the Bank falls below fifteen (15) days prior to May 31 of any year, each participator will be required to donate one (1) additional day of his/her accumulated sick leave to

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the Bank. If a member has used all his/her sick leave, the additional day will be donated as soon as new sick leave is granted.

- E. All days once donated to the Bank become the property of the Bank.
- F. The maximum aggregate dollar expenditure during each school year is \$20,000.00.
- G. All requests to receive grants from the Bank must be submitted in writing to the SBC on a prescribed form (See Appendix P.). The earliest effective date shall be the date that the form (See Appendix P) is received by the SBC.
- H. Any member submitting a request to use the Bank must have made his/her proper contribution and met all eligibility requirements. If a member is physically unable to submit the form, the forms may be submitted by a proxy.
- I. A member will not be able to withdraw days from the Bank until his/her own accumulated sick leave is exhausted.
- J. Days granted from the Bank can only be used for extended illness (including terminal illness or medical condition which requires the member to apply for STRS disability retirement) or disability. (The SBC will generally consider an extended illness or disability one that involves ten [10] or more consecutive working days missed.)
- K. Periodic reviews by the SBC of all Bank uses will be made. No use may extend more than ten (10) working days without approval of the SBC.
- L. Days granted from the Bank may not be granted for the period of disability when monies are paid to the member under the Workers' Compensation Law.
- M. Days granted will be reimbursed at one hundred percent (100%) of the member's daily rate.
- N. The SBC will review and present to the Fairfield City School District Treasurer's office approval or denial of all requests to draw on the Bank within ten (10) working days after such request is received by the committee. This information should be received by the Treasurer's office on the same day the service records are received from the building principals. The committee will also make its decision known to the applicant within this ten (10) day period.

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- O. Sick Bank days shall not be used during summer school employment or for family illness privileges granted in this agreement.
- P. The SBC may not at any time grant or approve use of more sick leave days than have been donated to the Bank by members.
- Q. The Treasurer may deny the use of Sick Bank days if the SBC has not furnished adequate documentation as to the number of days in the Bank, or the names of the members who have donated days, or the number of days each member has donated, or the annual expenditure limit has been met.
- R. Forms to be used in requesting days from the sick bank will be found in Appendices O and P of the collective bargaining Agreement.

9.1405 Appeal Board

- A. An Appeal Board will be established composed of the following six (6) persons:
  - (1) The Superintendent or designee.
  - (2) The Association President or designee.
  - (3) Four (4) members will be appointed - two (2) each by the Superintendent and the Association President.
  - (4) No appointed member of the SBC may at the same time be a member of the Appeal Board.
- B. The Association President or designee will act as chairperson of the Appeal Board.
- C. If a request for use of personal sick leave days is denied by the SBC, then the applicant may appeal the committee's decision to the Appeal Board within ten (10) working days after the denial. Any decision by the Appeal Board must be by a majority vote. A tie vote will automatically support the SBC decision. All decisions of the Appeal Board are final and binding.
- D. The Appeal Board will rule on any appeal within ten (10) working days after receiving the appeal in writing.
- E. The Voluntary Sick Bank and the decisions of the SBC and Appeal Board are excluded from the Grievance Procedure.

9.1406 Member's Agreement

- A. A member shall be required to furnish a medical report from a licensed physician at any time before or during the time of use of the leave Bank. The medical report will be at the member's expense. The SBC will review each case as required. The SBC reserves the right, if necessary, to request a second medical opinion and/or to limit the number of days granted.
- B. A member who has used days from the Bank will be required to repay these days to the Bank at the rate of three (3) days per year until all days have been paid back. If a member:
- (1) leaves the employment of the District before the total number of days is paid back, then the remaining days owed will be deducted from the member's total accumulated sick leave at that time. However, at no time will the equivalent of remaining days be deducted from a member's salary.
  - (2) dies before all days owed are paid back, the balance owed will be canceled.
  - (3) retires before all days owed are paid back, the balance owed will be deducted from any accumulated sick days prior to calculation of severance benefits.
  - (4) remains a member of this bargaining unit and decides to withdraw from the Bank, any days donated remain the property of the Bank and any days owed to the Bank will be deducted the same as if the member were continuing to be an active member.

Repayment will begin with the school year immediately following withdrawal of days from the Bank.

- C. In consideration of the benefits of participating in the Bank, each applicant for membership in the Bank and for benefits from the Bank shall, as a condition to such application, agree in writing substantially as follows:

"I specifically acknowledge and agree that the granting of days from the Voluntary Sick Leave Bank shall be at the sole discretion of the Sick Bank Committee or, in the event of an appeal, the Appeal Board, and that all decisions of the Sick Bank Committee or the Appeal Board will be final and binding and not subject to grievance. I further agree to abide by such decision and to defend, indemnify and hold harmless the Fairfield City School District Board of Education, the Fairfield Classroom Teachers' Association, the Sick Bank Committee, the Appeal Board, and all of their employees and agents for any loss that may be sustained as a result of any claim or legal proceedings I may bring against any of them with respect to a decision made by any of them concerning this application."

- D. When a member donates days to the Bank, he/she agrees to the above stated rules for administration of the Bank and agrees to abide by the stated rules.

9.15 Priority of Contract

It is the intention of the parties to this agreement that the provisions of this Article shall govern leaves. It is the intention of the parties that the provision of this Article shall supercede and replace sections 3319.13 and 3319.14 (except military leave provisions which shall apply as provided in 9.09 above), 3319.131, 3319.141, and 3319.143 of the Ohio Revised Code, except as such statutes are specifically referenced as included in this Article IX.

**X. PROFESSIONAL GROWTH**

10.01 Local Professional Development Committee (LPDC)

10.0101 There shall be one (1) LPDC which shall function on a district-wide basis.

10.0102 There shall be nine (9) members of the LPDC; five (5) teachers and four (4) administrators. The Association shall choose and appoint the teacher members pursuant to Section 3319.22(C)(3), R.C., and the Superintendent shall choose and appoint the administrative members. Whenever an administrator's coursework plan is being discussed or voted upon, the LPDC shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.

10.0103 Committee members shall serve a two (2) year term except during the first two (2) years of its existence. During the initial term, three (3) teacher representatives as designated by the Association shall serve a three (3) year term and two (2) teacher representatives as designated by the Association shall serve a two (2) year term. Two (2) administrative members as designated by the Superintendent shall serve a three (3) year term and two (2) administrative members as designated by the Superintendent shall serve two (2) year terms.

10.0104 Meetings of the LPDC shall be scheduled at least quarterly. Additional meetings may be scheduled as required. The LPDC may schedule meetings using a mixture of work time and time outside the normal student instructional hours at the convenience of committee members.

10.0105 The responsibilities of the LPDC shall be as set forth in Section 3319.22(C)(1), R.C., and as may be set forth in rules establishing the standards and requirements for obtaining educator licenses as set forth by the State Board of Education and approved by the Ohio General Assembly.

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10.0106 The LPDC shall develop its standards, by-laws, operating procedures, appeals process for any member whose individual professional development plan or whose execution of that plan is not approved by the LPDC, forms, etc. in concert with any rules, regulations, standards and requirements which may be issued by the State Department of Education.

10.0107 The LPDC standards, by-laws, operating procedures, forms, etc., shall be submitted to the Board and the Association for comment prior to adoption.

10.0108 For work outside the contractual work day, the rate of pay for the Association members at an authorized LPDC function shall be at the rate of bargaining unit members as set forth in Article VI, Section 6.10.

10.0109 The member who appeals an LPDC disapproval shall have the right to an Association Representative of his/her choice at any step of the appeals process.

10.0110 Decisions of the LPDC are not subject to the Grievance Procedure.

10.02 Member Evaluation

10.0201 Member performance is the key to a strong educational program. Member evaluation is an ongoing process which shall be conducted in a manner which provides for maximum professional growth. The formal evaluation should include all aspects of the member's service and not just observations and reports.

10.0202 Formal evaluations will align with the Ohio Teacher Evaluation System or the Ohio School Counselor Evaluation System as required by the Ohio Revised Code except as specifically modified in this agreement as permitted by law. Evaluations are not subject to the grievance procedure. However, failure to follow the evaluation procedure may be grieved. Substantive errors in student growth measures will be addressed as outlined in section 10.0203.

10.0203 Student Growth Measure Error Procedure

- A. The definition of a "substantive error" is an error in student growth measure(s) that the administrator and teacher agree lowers the final overall rating of the teacher on an annual evaluation.
- B. If a teacher believes that a substantive error has occurred in his/her student growth measure(s), the teacher will submit a "Fairfield City School District Student Growth Measure Error Form" (Appendix K-7) to his/her evaluator to initiate the error review process which will include a conference between the administrator and teacher to discuss the purported error.

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- (1) There may be a substantive error in SLO data or vendor assessment data in which case the following process will apply:
    - a. If the administrator and teacher agree there has been a substantive error in SLO or vendor assessment data prior to the member's information being submitted to eTPES, the two will work together to rectify the calculation, if possible. They will document that the meeting occurred using the "FCSD SGM Error Form" (Appendix K-7).
    - b. If the administrator and teacher agree there has been a substantive error in SLO or vendor assessment data after the information has been submitted to eTPES, there will be good faith efforts made to work with ODE to correct the data, if possible. They will document that a meeting occurred to discuss the situation using the "FCSD SGM Error Form" (Appendix K-7).
  - (2) There may be a substantive error in value-added data in which case the following process will apply:
    - a. If the administrator and teacher agree there has been a substantive error in the value-added data, then there will be good faith efforts to work with Battelle for Kids or the then-current value-added ODE vendor to correct the data, if possible. They will document that a meeting occurred to discuss the situation using the "FCSD SGM Error Form" (Appendix K-7).
- C. If a substantive error in a student growth measure cannot be corrected in time for the completion of the annual evaluation, the particular student growth measure of the evaluation will not be used unless the error was caused by the teacher, in which event the data from the student growth measure will be used unless the administrator determines it should not be.
- D. The administrator may also determine that an error in a growth measure will elevate a teacher's final rating on an annual evaluation. In that event, if the error cannot be corrected in time for an annual evaluation, that particular student growth measure will not be used as part of the annual evaluation, if possible. If the particular student growth measure cannot be eliminated without compromising all student growth measures, then student growth measures would not be used in decisions relating to non-renewal, denial of continuing contract, Reduction in Force, or termination.



10.03 The Process of Member Evaluation

10.0301 The principal, assistant principals, and, as needed, administrative personnel assigned by the Superintendent or designee, have the responsibility and authority for evaluating the member's performance. All evaluators will be credentialed by the Ohio Department of Education and will be employed by the Fairfield City School District. Each classroom teacher who spends at least fifty (50) percent of his/her time employed providing student instruction will be evaluated according to Ohio Revised Code and the Evaluation Framework which is aligned with the *Standards for the Teaching Profession* adopted under state law. It is agreed that the Teacher Performance Evaluation Rubric (Appendix K-3) from the Ohio Teacher Evaluation System will form the basis for fifty (50) percent of each evaluation. The remaining fifty (50) percent of each evaluation will be determined by identified student growth measures. The two components will be combined to produce a summative evaluation rating of "Accomplished," "Skilled," "Developing" or "Ineffective."

To the extent that an evaluation is used in nonrenewal, termination and continuing contract decisions, the Final Summative Rating of Teacher Effectiveness including both the proficiency on teacher performance standards (50%) and the student growth data (50%) will be used; and three years of student growth data will be considered, if available. Nothing in this subsection shall be construed so as to alter or limit in any other way the options of the Board with regard to a member who is being considered for nonrenewal under subsection 5.0202, termination under subsection 8.1905 or continuing contract under subsection 5.0206 of this Agreement.

If the law changes and no longer requires fifty (50) percent of the above-mentioned evaluations of classroom teachers to be based on student growth measures changes, then the Board and the Association shall meet and bargain in accordance with the provisions outlined in section 3.0502 of this contract. All other provisions of the contract will remain.

Those members who do not spend fifty (50) percent of their time employed in a classroom teaching position providing student instruction will be evaluated using the Teacher Performance Evaluation Rubric (Appendix K-3) from the Ohio Teacher Evaluation System. Student growth measures will not be used in the evaluation of these members.

Those members who do not hold classroom teaching positions will be evaluated using a performance evaluation rubric developed in consultation with those members and written specifically for their job descriptions. Student growth measures will not be used in the evaluation of these members.

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The Superintendent will oversee the preparation of guidelines to direct the use of these standards in the evaluation process. Annually, the Association President or designee and the Superintendent or designee will review the administrative guidelines and adaptations referenced in this section.

10.0302 On or before October 10<sup>th</sup> of the school year, all members shall meet with their evaluator. The evaluator is responsible for scheduling this meeting in consultation with the teacher. If the member had above expected student growth in the previous evaluation cycle, then he/she shall bring a completed Professional Growth Plan (Appendix K-1) to the meeting for discussion purposes. If the member had expected student growth or below expected student growth in the previous evaluation cycle, then he/she and the evaluator shall collaborate and complete the Professional Growth Plan (Appendix K-1) in the meeting. If the member received a Final Summative Rating of "Ineffective" in the previous evaluation cycle or has otherwise been placed on an Improvement Plan, then he/she shall bring his/her Improvement Plan (Appendix K-5) written by the administrator to the meeting for discussion purposes. Each member to be evaluated shall complete the Self-Assessment Summary Tool (Appendix K) prior to this meeting. The Self-Assessment Summary Tool (Appendix K) shall be brought to this initial meeting, but it is not submitted to the evaluator.

All goals must be SMART (i.e. specific, measurable, attainable, relevant and time-bound). Professional Growth Plans shall consist of two goals. The first shall be a professional growth goal based on the Self-Assessment Summary Tool. The second shall be a student growth goal based on selected student data. The member shall come to this initial meeting prepared to share pertinent data for the establishment of their goals as appropriate.

Professional Growth Plans must be finalized by October 15<sup>th</sup>. At each post-observation conference throughout the evaluation process, the evaluator and the member shall discuss progress toward the Professional Growth Plan or Improvement Plan. Feedback regarding the Professional Growth Plan or Improvement Plan shall be provided as a part of the final evaluation conference.

Upon the completion of this initial meeting, the member and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held.

10.0303 A pre-observation conference between the evaluator and the member shall take place one to three work days prior to an official observation. The evaluator is responsible for scheduling this meeting in consultation with the teacher. The pre-observation conference shall generally take place in the member's room or office. Once scheduled, this meeting shall only be rescheduled in case of extenuating circumstances.

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The member shall come to the pre-observation conference prepared to discuss elements from the Teacher Performance Evaluation Rubric (Appendix K-3) in relation to the lesson/activity to be observed. He/she may use the Lesson Plan Checklist and Pre-Conference Sample Questions to prepare for the meeting. The evaluator will use this meeting to gather evidence which shall assist him/her in the completion of the Teacher Performance Evaluation Rubric.

If the member receives a "Skilled" or "Accomplished" cumulative performance rating at his/her first post-observation conference, then there will be no pre-observation conference prior to the second observation. If the member received an "Ineffective" or "Developing" cumulative performance rating at his/her first post-observation conference, then there will be a pre-observation conference prior to any further observations during that school year.

A pre-observation conference shall last approximately thirty (30) to forty-five (45) minutes. Upon the completion of each pre-observation conference, the member and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held.

10.0304 Observations shall be made for all members being evaluated. When observing for the purpose of the formal written evaluation, no observation shall be less than thirty (30) minutes, and no formal observation shall be conducted within the first three (3) week(s) of the beginning of a school year. This paragraph does not preclude other visitations of shorter duration.

The member shall submit a copy of the lesson plan to be used during the observation period to the evaluator prior to the pre-observation conference. If no pre-observation conference is required, the member shall submit a copy of the lesson plan to the evaluator at least twenty-four (24) hours prior to the official observation.

10.0305 A post-observation conference between the evaluator and the member shall be held one to five work days after each observation. The evaluator is responsible for scheduling this meeting in consultation with the teacher. The post-observation conference shall generally take place in the member's room or office. Once scheduled, this meeting shall only be rescheduled outside the five work day window in case of extenuating circumstances.

The evaluator will use the post-observation conference to gather evidence which shall assist him/her in the completion of the Teacher Performance Evaluation Rubric (Appendix K-3). A portion of each post-observation conference will be used to discuss progress made toward the goals outlined in the member's growth or improvement plan.

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At the time of the first post-observation conference (and the second post-conference if the member is receiving three observations), the evaluator must provide a copy of the following items to the member:

- (1) a completed Teacher Performance Evaluation Rubric (Appendix K-3)
- (2) observation notes
- (3) cumulative performance rating

At the time of the second post-observation conference (or third post-observation conference if the member is receiving three observations), the evaluator must provide a copy of the following items to the member:

- (1) observation notes
- (2) cumulative performance rating

A post-observation conference shall last approximately fifteen (15) to thirty (30) minutes. Upon the completion of each post-conference, the member and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held.

10.0306 Each member will receive a minimum of two (2) and a maximum of six (6) official walkthroughs each year unless one or more of the following applies to him/her:

1. The member is in his/her first four (4) years of teaching.
2. The member is in his/her first three (3) years of teaching in Fairfield.
3. The member is under consideration for a continuing contract.
4. The member is on an improvement plan.
5. The member has received a cumulative rating of "Ineffective" during the year.
6. The member has received a cumulative rating of "Developing" during the year, and the administrator determines that it is necessary to do additional walkthroughs.

If any of these scenarios apply, the administrator may conduct additional official walkthroughs as he/she deems appropriate. Members should not receive more than one official walkthrough per week.

Official walkthroughs are a part of the evaluation process. They should last between five (5) and fifteen (15) minutes and should be conducted by one administrator at a time. Members will receive written or electronic feedback regarding official walkthroughs within forty-eight (48) hours. No further walkthroughs shall be conducted before a member receives feedback from the previous walkthrough. Members may respond to that feedback in written or electronic form if they so wish. No official walkthrough shall be conducted within the first three (3) weeks of the beginning of a school year.

Administrators will use the approved walkthrough form for all official walkthroughs. This approved walkthrough form can only be changed or revised after consultation with the FCTA.

Administrators may make additional classroom visits at any time. Such visits do not require written or electronic feedback.

10.0307 An evaluation conference between the evaluator and the member shall be held in conjunction with each written evaluation to discuss the member's performance. This meeting must be held no later than May 10<sup>th</sup> of each year. If the member is under consideration for non-renewal, then the evaluation conference must be held no later than the first student day in May.

At the time of the evaluation conference, the evaluator must provide a copy of the following items to the member:

- (1) completed Evaluation Signature Page (Appendix K-2)
- (2) completed summative Teacher Performance Evaluation Rubric (Appendix K-3)
- (3) Final Summative Rating of Teacher Effectiveness (Appendix K-4)
- (4) Improvement Plan (if applicable) (Appendix K-5)
- (5) Evaluation of Improvement Plan (if applicable) Appendix K-6)

If the member receives a Final Summative Rating of "Ineffective", then that member shall be placed on an improvement plan. Administrators may also place a member on an improvement plan at any time based on deficiencies in performance.

Upon the completion of the evaluation conference, the member and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held. The member will be given the opportunity to respond to the evaluation both verbally and in writing within fourteen (14) calendar days of each evaluation conference. For the purposes of this Article (10.0307), the term calendar day shall not include legal holidays or days included in the district's Thanksgiving, winter or spring recesses. A member's written statement, if any, will be included in or attached to the original and all copies of the evaluation.

10.0308 Improvement plans shall be developed by the primary evaluator with input from the member in accordance with Appendix K-5 and shall have a written timetable containing a reasonable amount of time to help correct the deficiency. Improvement plans shall include specific recommendations regarding any improvements needed in the performance of the members being evaluated and regarding the specific supports that will be provided as well as opportunities for professional development. The Improvement Plan (Appendix K-5) shall be attached to the original and all copies of the evaluation form. The member placed on an improvement plan may request and will be granted up to two (2) half days of release time in order to work on the plan. The member will also be granted, upon request, a peer to assist him/her with the plan, subject to the agreement of the peer selected and the approval of the evaluator. The peer will be

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granted, upon request, up to two (2) half days of release time as well in order to assist the member. If a peer is unwilling to serve, or is not approved by the evaluator, the member may select another peer, subject to the approval of the evaluator. The failure/inability to select or provide an appropriate peer shall not be a procedural error in the event of subsequent nonrenewal of the member under Section 5.0206.

- 10.0309 When a member is being considered for non-renewal, the member may request the third observation to be conducted by an independent evaluator assigned by the Superintendent or designee. The member has up to two work days after the second post-conference to make such a request in writing to his/her evaluator. Such an observation shall consist of a pre-observation conference, an observation of not fewer than thirty minutes and a post-observation conference. An independent observation shall not by itself result in an improvement plan.
- 10.0310 After review by the Superintendent or designee, the original evaluation, including required attachments, shall be placed in the member's personnel file and will remain there unless removed by mutual agreement as specified in Article 8.1006B. When the evaluation has been completed, a copy will be retained by the member and the principal/immediate supervisor.
- 10.0311 The Board and the Association will offer orientation and training each year not later than the last week of September for all members being evaluated that school year.
- 10.0312 Video and audio recording will not be used during observations, walk-throughs and/or official conferences related to the evaluation process. Improvement plans may include a video self-assessment component. Such recordings are not to be submitted to administrators. Programs mandated through the state of Ohio and/or the Ohio Department of Education may require video recording. Teachers may agree to be recorded for professional development purposes separate and apart from the evaluation process.
- 10.0313 The process of member evaluation, as required by the Ohio Teacher Evaluation System, must be completed each year for all required members. When a member knows that he/she will be absent and the absence could prevent the established evaluation timeline from being followed, that member should notify his/her evaluator in a timely manner. When possible, the evaluation timeline set forth in this document should still be followed. When that is not possible, the member and the evaluator will work together to develop a new timeline. A minimum of one month should be scheduled between the two (or three) observations, if possible, in order to allow the member an opportunity to work to correct any noted deficiencies. The inability to follow the normal timeline outlined in the evaluation process will not constitute a procedural error.

10.0314 Non Value-Added Teachers on Extended Leave and Student Learning Objectives (SLOs)

- A. Non Value-Added teachers who will be on an extended leave during the school year may submit a request to have the SLO(s) amended. An extended leave is defined as any teacher who will miss fifteen (15) or more consecutive days or thirty (30) or more total days between the pre-test for the SLO and the post-test for the SLO. The amended SLO(s) shall be submitted for approval by the teacher to the evaluator when the teacher completes the Plan for Attendance Adjustment form (Appendix K-17). This submission can occur before or after the extended leave as long as it is submitted ten (10) work days prior to the administration of the SLO post-test.
  1. Once the Plan for Attendance Adjustment is approved, the teacher shall administer the SLO post-test at least two (2) weeks before the start of extended leave.
  2. The teacher shall have the SLO post-test graded, data entered into Progress Book (if applicable), data entered into the growth measure spreadsheet, and information submitted to evaluator before the start of extended leave.
  3. The evaluator will provide written notification of approval or denial within five (5) work days of receipt of the Plan for Attendance Adjustment form.
  
- B. An appeal process shall be followed in the event the attendance adjustment is denied.
  1. The teacher shall have the opportunity to meet with the evaluator to discuss the reason(s) for the denial and to work together to develop a mutually acceptable Attendance Adjustment Plan.
  2. If the teacher and evaluator cannot reach agreement, the issue will be sent to the Superintendent or designee and the Association President to reverse, affirm or modify the decision of the evaluator.
  
- C. In the event of an unforeseen emergency, which prevents the teacher from being able to apply for an Attendance Adjustment, the evaluator, in consultation with another teacher who shares an SLO in the same content area, shall adjust the SLO to reflect the content and time frame missed.

10.0315 In a non-evaluation year, members will receive one thirty (30) minute observation and one post-conference. Scripted notes will be provided to the member at the post-conference. The member and the evaluator will sign and date the scripted notes to verify that the observation and the post-conference took place.

10.04 Member Evaluation Schedule

All members will receive one formal written evaluation each school year except for those members who received a Final Summative Rating of “Accomplished” or “Skilled” on their most recent evaluation. Those members who receive a Final Summative Rating of “Accomplished” on their most recent evaluation will be evaluated every three years as long as the member’s student growth measure for the most recent school year for which data is available is average or higher. Those members who receive a Final Summative Rating of “Skilled” on their most recent evaluation will be evaluated every two years as long as the teacher’s student growth measure for the most recent school year for which data is available is average or higher. In any year in which a member who has not been formally evaluated as a result of having previously received a rating of “Accomplished” or “Skilled”, a credentialed evaluator shall conduct one thirty (30) minute observation and hold at least one post-conference with the member.

The first pre-conference, observations and post-conference must be completed by the beginning of the December winter recess. The second pre-conference (if applicable), observation and post-conference must be completed between January 1 and April 30, and the evaluation conference held by May 10. If a member is in the final year of a limited or extended limited contract and is under consideration for nonrenewal, that member shall receive at least three formal observations. In that case the first pre-conference, observation and post-conference must be completed by the beginning of the December winter recess. The second pre-conference, observation and post-conference must be completed between January 1 and February 15. The third pre-conference, observation and post-conference must be completed between February 16 and April 15, and the evaluation conference must be held by the first school day in May. If the principal or other evaluator decides that any member should only receive two formal observations in the last year of his/her limited contract, that member will not be non-renewed at the end of that limited contract.

A member who is on leave for fifty (50) percent or more of the school year will not be evaluated. A member who is retiring at the end of the school year will not be evaluated as long as that member has submitted a notice of retirement on or before December 1 of that school year.

Other formal evaluations may be conducted if a member applies for a continuing contract, has a new assignment, or has been assigned to another building.

10.05 The Process of School Counselor Evaluation

10.0501 The principal, assistant principal, and/or, as needed, administrative personnel assigned by the Superintendent or designee, have the responsibility and authority for evaluating the school counselor’s performance. All evaluators will be credentialed by the Ohio Department of Education and will be



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employed by the Fairfield City School District. Each school counselor will be evaluated according to Ohio Revised Code and the Evaluation Framework which is aligned with the "The Ohio Standards for School Counselors" adopted under state law

To the extent that an evaluation is used in nonrenewal, termination and continuing contract decisions, the Final Summative Rating of School Counselor Effectiveness will be used; and three years of evaluations will be considered if available. Nothing in this subsection shall be construed so as to alter or limit in any other way the options of the Board with regard to a school counselor who is being considered for nonrenewal under subsection 5.0202, termination under subsection 8.1905 or continuing contract under subsection 5.0206 of this Agreement.

The Superintendent will oversee the preparation of guidelines to direct the use of these standards in the evaluation process. Annually, the Association President or designee and the Superintendent or designee will review the administrative guidelines and adaptations referenced in this section.

10.0502 On or before October 10<sup>th</sup> of the school year, all school counselors shall meet with their evaluator. The evaluator is responsible for scheduling this meeting in consultation with the school counselor. The school counselor and the evaluator shall collaborate and complete the Ohio School Counselor Evaluations System (OSCES) Professional Growth Plan (Appendix K-20) in the meeting. If the school counselor received an overall rating of "Ineffective" in the previous evaluation cycle or has otherwise been placed on an Improvement Plan, then he/she shall bring his/her OSCES Improvement Plan (Appendix K-23) written by the administrator to the meeting for discussion purposes. Each school counselor to be evaluated shall complete the OSCES Self-Assessment Summary Tool (Appendix K-19) prior to this meeting. The OSCES Self-Assessment Summary Tool (Appendix K-19) shall be brought to this initial meeting, but it is not submitted to the evaluator.

All goals must be SMART (i.e. specific, measurable, attainable, relevant and time-bound). Professional Growth Plans shall consist of two goals. The first shall be a professional growth goal based on the six (6) counselor standards. The second shall be based on a metric of student outcomes. The school counselor shall come to this initial meeting prepared to share pertinent data for the establishment of their goals as appropriate.

Professional Growth Plans must be finalized by October 15<sup>th</sup>. At each post-observation conference throughout the evaluation process, the evaluator and the school counselor shall discuss progress toward the Professional Growth Plan or Improvement Plan. Feedback regarding the Professional Growth Plan or Improvement Plan shall be provided as a part of the final evaluation conference.

Upon the completion of this initial meeting, the school counselor and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held.

10.0503 A pre-observation conference between the evaluator and the school counselor shall take place one to three work days prior to an official observation. The evaluator is responsible for scheduling this meeting in consultation with the school counselor. The pre-observation conference shall generally take place in the school counselor's office. Once scheduled, this meeting shall only be rescheduled in case of extenuating circumstances.

The school counselor shall come to the pre-observation conference prepared to discuss elements from the School Counselor Evaluation Rubric (Appendix K-21) in relation to the activity to be observed. He/she may use the OSCES Pre-Observation Planning and Post Observation Resource Questions to prepare for the meeting. The evaluator will use this meeting to gather evidence which shall assist him/her in the completion of the School Counselor Evaluation Rubric.

If the school counselor receives a "Skilled" or "Accomplished" cumulative performance rating at his/her first post-observation conference, then there will be no pre-observation conference prior to the second observation. If the school counselor received an "Ineffective" or "Developing" cumulative performance rating at his/her first post-observation conference, then there will be a pre-observation conference prior to any further observations during that school year.

A pre-observation conference shall last approximately thirty (30) to forty-five (45) minutes. Upon the completion of each pre-observation conference, the school counselor and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held.

10.0504 Observations shall be made for all school counselors being evaluated. When observing for the purpose of the formal written evaluation, no observation shall be less than thirty (30) minutes, and no formal observation shall be conducted within the first three (3) week(s) of the beginning of a school year. This paragraph does not preclude other visitations of shorter duration.

10.0505 A post-observation conference between the evaluator and the school counselor shall be held one to five work days after each observation. The evaluator is responsible for scheduling this meeting in consultation with the school counselor. The post-observation conference shall generally take place in the school counselor's office. Once scheduled, this meeting shall only be rescheduled outside the five work day window in case of extenuating circumstances.

The evaluator will use the post-observation conference to gather evidence which shall assist him/her in the completion of the School Counselor Evaluation Rubric (Appendix K-21). A portion of each post-

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observation conference will be used to discuss progress made toward the goals outlined in the school counselor's growth or improvement plan.

At the time of the first post-observation conference (and the second post-conference if the school counselor is receiving three observations), the evaluator must provide a copy of the following items to the school counselor:

- (1) a completed School Counselor Evaluation Rubric (Appendix K-21)
- (2) observation notes
- (3) cumulative performance rating

At the time of the second post-observation conference (or third post-observation conference if the school counselor is receiving three observations), the evaluator must provide a copy of the following items to the school counselor:

- (1) observation notes
- (2) cumulative performance rating

A post-observation conference shall last approximately fifteen (15) to thirty (30) minutes. Upon the completion of each post-conference, the school counselor and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held.

10.0506 Walkthroughs will be conducted in accordance with Section 10.0306. Form K-25 – Informal Observation: Open-ended Form will be used to provide feedback on school counselor walkthroughs.

10.0507 An evaluation conference between the evaluator and the school counselor shall be held in conjunction with each written evaluation to discuss the school counselor's performance. This meeting must be held no later than May 10<sup>th</sup> of each year. If the school counselor is under consideration for non-renewal, then the evaluation conference must be held no later than the first student day in May.

At the time of the evaluation conference, the evaluator must provide a copy of the following items to the school counselor:

- (1) completed Evaluation Signature Page (Appendix K-2)
- (2) completed summative School Counselor Evaluation Rubric (Appendix K-21)
- (3) Final Summative Rating of School Counselor Effectiveness (Appendix K-22)
- (4) OSCES Improvement Plan (if applicable) (Appendix K-23)
- (5) OSCES Improvement Plan: Evaluation of Plan (if applicable) Appendix K-24)

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If the school counselor receives a Final Summative Rating of "Ineffective", then that school counselor shall be placed on an improvement plan. Administrators may also place a school counselor on an improvement plan at any time based on deficiencies in performance.

Upon the completion of the evaluation conference, the school counselor and the evaluator will both sign and date the Evaluation Signature Page (Appendix K-2) in order to document that this meeting was held. The school counselor will be given the opportunity to respond to the evaluation both verbally and in writing within fourteen (14) calendar days of each evaluation conference. For the purposes of this Article (10.0307), the term calendar day shall not include legal holidays or days included in the district's Thanksgiving, winter or spring recesses. A school counselor's written statement, if any, will be included in or attached to the original and all copies of the evaluation.

10.0508 Improvement plans shall be administered in accordance with Section 10.0308 using Appendix K-24.

10.0509 In a non-evaluation year, school counselors will receive one thirty (30) minute observation and one post-conference. Scripted notes will be provided to the school counselor at the post-conference. The school counselor and the evaluator will sign and date the scripted notes to verify that the observation and the post-conference took place.

Sections 10.0309, 10.0310, 10.0311, 10.0312 and 10.0313 also apply to the school counselor evaluations

10.0510 All school counselors will receive one formal written evaluation each school year except for those school counselors who received a Final Summative Rating of "Accomplished" or "Skilled" on their most recent evaluation. Those school counselors who receive a Final Summative Rating of "Accomplished" on their most recent evaluation will be evaluated every three (3) years. Those school counselors who receive a Final Summative Rating of "Skilled" on their most recent evaluation will be evaluated every two (2) years. In any year in which a school counselor who has not been formally evaluated as a result of having previously received a rating of "Accomplished" or "Skilled", a credentialed evaluator shall conduct one thirty (30) minute observation and hold at least one post-conference with the school counselor.

The first pre-conference, observation and post-conference must be completed by the beginning of the December winter recess. The second pre-conference (if applicable), observation and post-conference must be completed between January 1 and April 30, and the evaluation conference held by May 10. If a school counselor is in the final year of a limited or extended limited contract and is under consideration for nonrenewal, that school counselor shall receive at least three formal observations. In that case the first pre-conference, observation and post-conference must be completed by the beginning of the December winter recess. The second pre-conference, observation and post-conference must be completed between January 1 and February 15. The third pre-conference, observation and post-conference must be completed

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between February 16 and April 15, and the evaluation conference must be held by the first school day in May. If the principal or other evaluator decides that any school counselor should only receive two formal observations in the last year of his/her limited contract, the school counselor will not be non-renewed at the end of that limited contract.

A school counselor who is on leave for fifty (50) percent or more of the school year will not be evaluated. A school counselor who is retiring at the end of the school year will not be evaluated as long as that school counselor has submitted a notice of retirement on or before December 1 of the school year.

Other formal evaluations may be conducted if a member school counselor applies for a continuing contract, has a new assignment, or has been assigned to another building.

10.06 Maintaining Credentials

10.0601 It is the responsibility of the individual staff member to maintain her/his professional credentials, which now requires a periodic BCII/FBI criminal background check, and nothing herein should be read to imply any diminution or shift of that responsibility. It is in the mutual interest of the Board and the Association to assist certificated staff by raising their awareness of the requirements for maintaining credentials.

10.0602 The personnel office will include on the "intent form" which is distributed to staff each year, a statement indicating the necessity of maintaining a current, valid certificate/license and the required BCII/FBI criminal background check. The "intent form" will also include the address of the ODE website where information regarding their individual certification/licensure can be found and a statement advising staff members that the personnel office may not have the latest information.

10.0603 An electronic mail message will be sent to each staff member in September, reminding them of the necessity of maintaining a current/valid certificate/license and updating his/her BCII/FBI criminal background check. A link to the ODE website mentioned in 10.0602 above will also be included in the electronic mail notification. This electronic mail message will be posted in the "news" section, as well as transmitted to each staff member's e-mail address.

10.0604 The personnel office will include information on the necessity of maintaining credentials in the letter which is sent to staff members on leave of absence. This letter will contain information similar to that which is included on the intent form as detailed in 10.0602 above.

10.0605 In the event that a situation arises that prevents a member from renewing his/her license(s), a meeting will be held between the member and the Superintendent. Representation by the FCTA will be provided upon the member's request.

10.07 Mentoring Program for Resident Educators

10.0701 Purpose of the Mentoring Program for Resident Educators

The Mentoring Program is designed to meet the unique needs of a resident educator who has a valid Resident Educator license or an alternative resident educator license of any type, or a one-year out of state educator license. Since the resident educator's first year of teaching is critical, structured mentor support and guidance will be provided in Year 1. Differentiated support will be provided in Years 2-4.

10.0702 Definitions

- A. Mentor: a teacher who will provide differentiated formative assistance to a resident educator. The mentor may be assigned to work one on one with a resident educator or with a cohort of resident educators.
- B. Resident Educator: a teacher employed under a Resident Educator license or alternative resident educator license of any type, or a one-year out of state educator license.
- C. Facilitator: a teacher who guides, clarifies and offers emotional, logistical and technical support to Resident Educators as they work through the Resident Educator Summative Assessment (RESA) process.

10.0703 Selection Criteria for Mentors/Facilitators

The mentor/facilitator must:

- A. have a minimum of five (5) years of teaching experience in the district, with recent classroom experience within the last five (5) years;
- B. hold a valid five (5) year Professional License and preferably be teaching or have taught in the same area of certification as the resident educator, unless the same area of certification/licensure is required by law;
- C. have met expectations on evaluations of teaching performance conducted by the Fairfield City Schools;
- D. possess strong interpersonal skills and good organizational skills;

- E. be competent in the areas of observation, effective feedback skills, questioning skills, and conferencing skills;
- F. be professionally ethical; and
- G. be willing to continue professional growth through participation in professional development activities on topics such as peer coaching, collaboration, building and accessing support systems and networks, reflective teaching, and such.

10.0704 Selection and Assignment Process

- A. Prior to the close of the school year, the personnel office will issue a general posting soliciting applicants to be mentors/facilitators.
- B. Members who respond to the posting will receive an application from the Superintendent or designee which shall be completed and submitted.
- C. The initial screening is to be conducted by The Mentor/Resident Educator Team consisting of two teachers appointed by FCTA and two administrators appointed by the Superintendent. The final selection and assignment will be made by the Superintendent or designee in conjunction with the building principal.
- D. Mentor/facilitator assignments shall be made as staffing requirements are met and resident educators are identified.
- E. The mentor/facilitator and resident educator shall be from the same building whenever possible.
- F. One mentor shall be assigned to each Year 1 resident educator whenever possible. Mentors assigned to a Year 2-4 resident educator may elect to be assigned to a Year 1 resident educator also.
- G. The mentor/facilitator assignment is a one-year assignment. Mentors may be assigned to resident educators in Year 1, 2 or 3 of their residencies. Resident educators needing a mentor in Years 2-3 may be assigned the same mentor as Year 1. Resident educators taking the RESA in year(s) 3 and/or 4 will be assigned a facilitator.

- H. During the first six weeks of the mentor/resident educator relationship, the resident educator may make a request to the Mentor/Resident Educator Team to work with a different mentor.

#### 10.0705 Duties of Program Participants

A. Mentors/Facilitators

Each mentor/facilitator will:

- (1) successfully complete all state-sponsored mentor/facilitator trainings to obtain state mentor/facilitator certification and other training sessions as applicable. The district will cover the cost of all required training sessions.
- (2) provide a copy of his/her mentor/facilitator certification to the Personnel Office to be maintained in his/her personnel file.
- (3) carry out the district-sponsored tasks necessary to implement the Resident Educator Program as described in the following sections;
- (4) collaborate in good faith with the assigned resident educator. Mentors working one on one with resident educators will meet for at least (1) one hour or one (1) planning period per week. Mentors working with a cohort of resident educators will meet a minimum of two hours per month. Facilitators will meet with resident educators as needed;
- (5) report directly to the Superintendent's designee on a monthly basis;
- (6) not be a part of the evaluation process for the resident educator as described in this contract;
- (7) assist the resident educator in the orientation to the operations of the building and his/her responsibilities; and
- (8) assume other duties as assigned.

B. Resident Educators

Each resident educator will:

- (1) seek assistance and support from assigned mentor teacher;
- (2) participate in activities of the Resident Educator Program and complete state mandated activities; and
- (3) collaborate in good faith with the assigned mentor teacher.

#### 10.0706 Resident Educator Program Design

A. The Resident Educator Program will provide resident educators with the following:

- (1) orientation to the policies, procedures, curriculum, and instructional resources of the building and district;
- (2) observation, feedback, and support, not evaluation;



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- (3) assistance in the improvement of instructional skills and classroom management;
  - (4) professional development activities focusing on classroom climate, student motivation, time/stress management, learning styles, and assessment and intervention, among others;
  - (5) a positive role model, learning partner, and coach; and,
  - (6) professional support and networking.
- B. Provisions may be made for the participation of one or more agencies, consultants, professional associations, and teacher preparation institutions in the planning, implementation, and evaluation of the Resident Educator Program.
- C. Mentors working one on one with resident educators will meet for at least one (1) hour or one (1) planning period per week. Mentors working with a cohort of resident educators will meet a minimum of two (2) hours per month. Facilitators will meet with resident educators as needed. Additional district level professional development activities may be held.
- D. Mentors/facilitators shall not be a part of the evaluation process as described in this contract for the resident educator.

10.0707 Compensation

- A. Mentors who work one on one with a resident educator in year one of the program shall be compensated One Thousand Two Hundred Dollars (\$1,200) for that work. Mentors who work with one or two resident educators in year two of the program shall be compensated a total of One Thousand Dollars (\$1,000) for that work. Facilitators who work one on one with a resident educator who is taking the Resident Educator Summative Assessment (RESA) in year three, four or five of the program shall be compensated \$125.00 for each of the required tasks with which they assist the resident educator in each school year. Mentor and facilitator duties automatically terminate at the end of the school year and notice of nonrenewal is not required.
- B. A substitute teacher will be provided to release the mentor and resident educator from teaching duties up to the equivalent of three (3) days per year for each to allow for consultation and assistance. A substitute teacher will be provided to release both the facilitator and resident educator from teaching duties up to the equivalent of three (3) days per year in which the resident educator is completing the RESA in order to allow for consultation and assistance.

10.0708 Program Review/Revisions

A committee representing mentors for resident educators, resident educators, the Superintendent or designee, and the Association shall be formed at the end of each school year to assess and evaluate the

program. Recommendations shall be submitted in the form of a written report to the Association President and the Superintendent.

10.08 Transition Coach Program

- A. One transition coach from the building shall be assigned by the building principal to each experienced teacher new to the building and District in order to assist the teacher during the first term of the school year in orientation to the operations of the building and his/her responsibilities. An experienced teacher new to the building who was not voluntarily transferred will be granted, upon request, a transition coach. Such requests must be received by August 15 or within five (5) working days of the date of notification, whichever is later.
- B. A teacher who is employed mid-year and is not eligible for the Resident Educator Program shall be assigned a transition coach.
- C. A teacher may not qualify to receive both the Resident Educator Program and Transition Coach Program simultaneously.
- D. The transition coach shall be paid modular pay for the hours worked up to a maximum of ten (10) hours during the first term of the school year or during a subsequent term if Item B. applies. Transition coach duties automatically terminate at the end of the school year and notice of nonrenewal is not required.
- E. The transition coach for a new school nurse shall be paid modular pay for the hours worked as follows:
  - 1. For a new school nurse with no previous school experience up to a maximum of twenty (20) hours during the first term of the school year or during a subsequent term if item B applies.
  - 2. For a new school nurse with previous school experience up to a maximum of ten (10) hours during the first term of the school year or during a subsequent term if item B applies.

Transition coach duties automatically terminate at the end of the school year and notice of nonrenewal is not required.

10.09 Administrative Intern Modular Pay

Members who hold appropriate administrative certification/licensure who are requested by the District to perform Administrative Internship duties voluntarily shall be paid at the modular rate as noted in Section 6.09 of this Agreement for all such duties performed on their non-teaching time. It is at the management's discretion to select staff who hold the proper certification to perform the Administrative Intern duties.

10.10 Master Teacher Program

10.1001 Master Teacher Committee (MTC)

- A. There shall be one (1) MTC which shall function on a district-wide basis.
- B. There shall be five (5) members of the MTC; three (3) Master Teachers and two (2) administrators. These numbers can be expanded by mutual agreement of the Association and the Superintendent. The Association shall choose and appoint the Master Teacher members pursuant to the guidelines promulgated by the Ohio Educator Standards Board of the ODE, and the Superintendent shall choose and appoint the administrative members.
- C. Committee members shall serve a three (3) year renewable term except during the first two (2) years of existence. During the initial term, two (2) teacher representatives as designated by the Association shall serve a three (3) year term and one teacher as designated by the Association shall serve a two (2) year term. One (1) administrative member as designated by the Superintendent shall serve a three (3) year term and one (1) administrative member as designated by the Superintendent shall serve a two (2) year term.
- D. Meetings of the MTC shall be scheduled at least quarterly. Additional meetings may be scheduled as needed. During the first year of the MTC, meetings shall be scheduled only as needed. The MTC may schedule meetings using a mixture of work time and time outside the normal student instructional hours at the convenience of the committee members.
- E. The responsibilities of the MTC shall be as set forth in the guidelines promulgated by the Ohio Educator Standards Board of the ODE.
- F. The MTC shall develop its standards, operating procedures, appeals process, forms, etc.
- G. The MTC's standards, operating procedures, appeals process, forms, etc., shall be submitted to the Board and the Association for comment prior to adoption. After adoption, the MTC shall provide training and information to all Association members.
- H. For work outside the contractual work day, the rate of pay for the Association members at an authorized MTC function shall be at the rate of bargaining unit members as set forth in Article VI, Section 6.10.

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- I. Any member who believes that the processes and procedures outlined by the Ohio Educator Standards Board were not followed has the right to utilize the MTC's appeals process. No appeals will be considered based on the scoring of a candidate's application.
- J. Decisions of the MTC are not subject to the Grievance Procedure.

10.1002 Master Teacher Applicant

- A. All applications by members for consideration of Master Teacher status are voluntary. Members may choose to use the Master Teacher application process in order to fulfill Option 2: Individualized Professional Growth Project as set forth in 10.0203, the Veteran Member Alternative Evaluation Process.
- B. To be eligible to apply for the Master Teacher designation, educators must at least:
  - (1.) hold a valid professional license or certificate;
  - (2.) have taught a minimum of seven (7) years;
  - (3.) work a minimum of 120 days during the current school year;
  - (4.) work under a teaching contract/be employed as a teacher.

Additional information may be obtained at the following site: [www.ode.state.oh.us](http://www.ode.state.oh.us) (keyword – Master Teacher).

10.11 Retesting Teachers

- 10.1101 This section is required for the Board to be in compliance with the Section 3319.58 ORC. If Section 3319.58 ORC is amended or repealed to the benefit of members, or, if immediate changes are mandated by law, the Board and the Association agree to enter into negotiations as outlined in Sections 3.0501 or 3.0502 of this Agreement with the intent of negotiating a replacement provision, or deleting this section, as appropriate.
- 10.1102 Each year, beginning with the 2015-2016 school year, the Board shall require each classroom teacher who is currently teaching in a core subject area as defined in 3319.074 ORC and has received a rating of "Ineffective" on the evaluations conducted under this agreement for two of the three most recent school years to register for and take all written examinations of content knowledge selected by the Ohio Department of Education as appropriate to determine expertise to teach that core subject area and the grade level to which the teacher is assigned. No teacher shall be responsible for the cost of taking an examination under this section.

- 10.1103 If a teacher who takes an examination as outlined in 10.1002 of this section passes that examination and provides proof of that passage to the Board, the Board shall require the teacher, at the teacher's expense, to complete professional development that is targeted to the deficiencies identified in the teacher's evaluations conducted under this Agreement. The receipt by the teacher of a rating of "Ineffective" on the teacher's next evaluation after completion of the professional development, or the failure of the teacher to complete the professional development, shall be grounds for termination of the teacher under section 3319.16 of the Revised Code. The Board has the authority, but is not required, to terminate or non-renew the teacher in this situation or any member otherwise, and the Association retains its right to contest such actions in accordance with other applicable provisions of this Agreement.
- 10.1104 If a teacher who takes an examination under this section passes that examination and provides proof of that passage to the Board, the teacher shall not be required to take the examination again for three years, regardless of the teacher's evaluation ratings or the performance index score ranking of the building in which the teacher teaches. No teacher shall be responsible for the cost of taking an examination under this section.
- 10.1105 The Board may use the results of a teacher's examinations required in 10.1001 in developing and revising professional development plans and in deciding whether or not to continue employing the teacher in accordance with the provisions of 3319 of the Ohio Revised Code except as specifically modified by the provisions of this Agreement to the extent permitted by law. However, no decision to terminate or not to renew a teacher's employment contract shall be made solely on the basis of the results of a teacher's examination under this section until and unless the teacher has not attained a passing score on the same required examination for at least three consecutive administrations of that examination.
- 10.12 Student Growth Measures
- 10.1201 Student Growth Measures (SGMs) are used for the student growth portion of a member's evaluation. Growth measures will be used by members who work with students for 50% of their day or more. Members fall into one of four categories:
1. A1 – State value-added
  2. A2 – Partial state value-added with possible use of SLOs
  3. B – District vendor assessment with possible use of SLOs
  4. C – Use of SLOs only
- 10.1202 Student Learning Objectives (SLOs) may be used to determine student growth for the student growth portion of the evaluation process. SLOs may be developed by teachers at each grade level/subject area with, if needed, input from curriculum staff. The SLOs must be approved by the Member Evaluation Committee in advance of administering the SLO pretest to students.

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SLO approval will be based upon predetermined criteria set forth by the Member Evaluation Committee.

- 10.1203 State value-added reports will be received by teachers whose schedules are fully comprised of value-added classes. These teachers are category A1, and the state value-added score is their student growth measure.
- 10.1204 For A2 teachers, growth measures are partially comprised of state value-added data. The remainder of the student growth measure is comprised of SLOs. The percentages for each growth measure used in this category will be determined by the Member Evaluation Committee.
- 10.1205 Category B teachers do not have state value-added courses in their schedules. They utilize district vendor assessments for their entire student growth measure, or they may utilize a combination of both district vendor assessments and SLOs. The percentages for each growth measure used in this category will be determined by the Member Evaluation Committee.
- 10.1206 Category C teachers do not have any state value-added classes in their schedule nor do they have any students taking a district vendor assessment in their subject area. Category C teachers must utilize SLOs as their student growth measure.
- 10.13 Member Evaluation Committee
- 10.1301 The Member Evaluation Committee (MEC) will consist of an equal number of teachers, eight (8), appointed by the association president, and eight (8) administrators, appointed by the superintendent/designee. The MEC will assist with the consistent implementation of the evaluation system by making recommendations, setting and communicating growth measure percentages according to ODE/state guidelines, and reviewing and approving all SLOs submitted by teachers on a case by case basis. Any recommendations by the committee shall be presented to the association president and superintendent/designee for their consideration. If the association president and superintendent/designee both agree, a recommendation of the MEC may be implemented by a memorandum of understanding or other written agreement by the parties.
1. Teachers selected for work on the committee shall be representative of the teaching staff, four (4) representing grades preK-5 and four (4) representing grades 6-12.
  2. Teachers on the committee must recuse themselves for the grade level/subject area for which he/she was the primary writer of an SLO or if another conflict of interest is present.
  3. The MEC shall have final approval of the SLOs submitted to the committee. Teachers who have submitted SLOs not approved by the MEC shall be provided a written explanation, from the MEC that details areas for improvement. Teachers shall have an

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opportunity to resubmit a denied SLO for reconsideration to the MEC. The member who submits a denied SLO for reconsideration shall have the right to an association representative of his/her choice present during the reconsideration of the denied SLO.

4. Committee members shall serve a two year term except during the first two years of its existence. During the initial term, four (4) teacher representatives as designated by the association president shall serve a three (3) year term and four (4) teachers as designated by the association president shall serve a two (2) year term. Four (4) administrative representatives designated by the superintendent/designee shall serve a three year term and four (4) shall serve a two (2) year term.
5. The association president and the superintendent/designee shall provide names of teachers/administrators to serve on the MEC by June 1.
6. The MEC will develop and submit its operating procedures, forms and process for reconsideration of a denied SLO and any other materials to be used in the review and approval process to both the association president and to superintendent/designee for approval prior to their adoption. This must be completed before the committee begins approving SLOs.

XI. REDUCTION IN FORCE

When the Board determines it is necessary to reduce the number of certified staff positions, the following procedures shall be followed:

11.01 Effective Date

The Board will establish the effective date of each reduction in force after consultation with the Association, prior to implementation.

11.02 Attrition

To the extent possible, the number of members affected by a reduction in force will be minimized by not employing replacements for members who retire, resign, or whose limited contracts are not renewed for reasons other than reduction in force. Attrition alone may not be sufficient to accomplish necessary reduction.

11.03 Comparable Evaluations

11.0301 The Board and the Association recognize that Ohio law prohibits the use of seniority for determining the order of a reduction in force, except where evaluations are comparable. In order to comply with this

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statutory requirement, the parties hereby define comparable evaluations as follows for the school years of 2015-2016 and following.

11.0302 The Board will use a rolling three (3) year total score on the individual teacher's final summative rating for the three (3) most recent years to determine what evaluations are comparable for purposes of reduction in force.

11.0303 For each year a teacher's final summative rating is either Accomplished or Skilled, a teacher earns a score of three (3). For each year a teacher's final summative rating is Developing, a teacher earns a score of two (2). For each year a teacher has a final summative rating of Ineffective, the teacher earns a score of one (1). The highest possible rolling total score will be nine (9) and the lowest possible rolling total score will be three (3).

11.0304 Teachers new to the District will have a three year projected score created using available Fairfield final summative ratings to compute the three year projected total score.

11.04 Order of Reduction

Reductions needed beyond those available by attrition will be made by suspending contracts. However, this section shall not alter or limit in any way the Board's ability to non-renew a limited contract. Those contracts to be suspended under RIF will be chosen as follows:

11.0401 All members in the bargaining unit will be placed on seniority lists in each teaching field for which they are certificated within the group of teachers with the same rolling total score in the order of their seniority with the school district. Seniority will be defined as the length of continuous service in the district schools. Seniority will not be interrupted by authorized leaves of absence. Two (2) lists shall be maintained: one (1) for members holding continuing contracts and the other for members holding limited contracts.

11.0402 If a member applies for and receives a continuing contract before the effective date of the reduction, he or she will be added to the continuing contract list for purposes of the current reduction in force.

11.0403 Reductions in any area of certification will be made beginning with the member with the least seniority within the group of teachers with the same rolling total score for that area of certification. Reductions will be made from the non-tenured list before proceeding to the tenured list. A member affected by the reduction in force will have a maximum of fourteen (14) calendar days from the date of notification to suspend his/her contract for reduction in force to notify the office of the Assistant Superintendent of his/her decision to exercise displacement rights under the contract. A member choosing to exercise displacement rights may elect to displace the least senior member in another area of certification beginning with the member with the lowest rolling total score, if he/she currently holds the required



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certification. A member may not displace a member with a higher rolling total score than the displacing member nor a member with a higher contract status who has the same rolling total score.

11.0404 If a member possesses the appropriate certificate/license to displace the least senior member from a position as described in Section 11.0403 above, but is not considered "highly qualified" by the State of Ohio for that particular position, the senior member may still exercise displacement rights and claim that position. However, a senior displacing member must develop a plan in conjunction with his/her immediate supervisor to become highly qualified as soon as practicable, but not to exceed two (2) years from the date he or she assumed the new position.

11.0405 If two (2) or more members have the same length of continuous service, seniority will be determined by:

- A. The date of the Board meeting at which the member was hired, and then by,
- B. The date the member signed his/her initial limited contract in the district.
- C. If any ties remain after (A) and (B) above, they will be broken by lot.

11.0406 Notwithstanding Section 7.0603(A), any member whose contract is suspended due to reduction in force and who has completed coursework prior to the effective date of the reduction, may claim any tuition reimbursement to which the member is otherwise entitled under Article VII, Section 7.06.

11.05 Recall List

The names of members whose contracts are suspended in a reduction in force will be placed on a recall list for twenty-four (24) months beginning on the first teacher workday for the school year following the reduction in force. Members on the recall list will have the following rights:

11.0501 No applicants will be employed by the Board while there are members on the recall list who are certified for the vacancy.

11.0502 Members on the recall list will be recalled in the reverse order of reduction for vacancies in areas for which they are certificated.

11.0503 If a vacancy occurs, and if informal contacts with the first properly certificated person to be recalled on the recall list are unsuccessful, the Board will send a certified mail announcement to the last known address of the eligible members on the recall list. The certified mail notice will carry a five (5) day return endorsement if undeliverable by the U.S. Postal Service. It is the member's responsibility to keep the Board informed of his/her current address. All members are required to respond in writing to the district

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office within ten (10) calendar days of the certified announcement. The properly certificated member with the first position on the recall list of those responding will be given the vacant position. Any member who declines to accept the position will retain his/her position on the recall list. The acceptance or rejection of an offer of a part-time position to a member on the recall list who had been suspended from a full-time position will not remove that member from the recall list. Any member who fails to respond within ten (10) calendar days will be removed from the list.

11.0504 A member on the recall list will, upon acceptance of the notification to resume active employment status, return to active employment status with the same seniority, accumulation of sick leave, and salary schedule placement as he/she had at the time of layoff. (Credit for prior experience will be granted where allowed by O.R.C.) Where group insurance policies permit, a member on the recall list who is unemployed and does not otherwise have group coverage available may continue to participate in those benefits which are provided to members in active employment provided the member pays the group rates for such benefits per COBRA rules and regulations. All other benefits as described in this contract cease as of the effective date of the reduction in force for an affected employee except that a member who is or becomes eligible to retire while on the recall list and who actually retires from the district while on the recall list shall remain eligible for his/her severance pay, if any, in accordance with Section 7.08 upon retirement. The member's per diem rate for severance pay upon retirement shall be calculated as provided in Subsection 7.0802 based upon the member's compensation immediately prior to being placed on the recall list.

11.06 Priority of Contract

It is the intention of the parties to this agreement that the provisions of this article shall govern reductions in force and shall be in compliance with Section 3319.17 of the Ohio Revised Code where compliance is required. It is also the intention of the parties that certain provisions of this article shall supersede and replace Section 3319.17 of the Ohio Revised Code where permitted by law.

11.07 In-term Bargaining

If ORC 3319.17 is amended so that it allows for seniority to be used as the basis for reduction in force and recall decisions without regard to performance, the parties agree to meet and negotiate in accordance with Section 3.0502 of this agreement. All other provisions of the agreement will remain.

**XII. COMMITTEES**

12.01 Teacher Administrative Liaison

12.0101 As soon as possible in each school year, Association members will elect a Liaison Committee for each school building which will meet with the building administrators once every two (2) months or as needed by mutual consent of the parties during the regular school year to review and discuss building needs and concerns. The Liaison Committee will consist of three (3) teachers in each elementary school, five (5) teachers in each Middle School, three (3) teachers in the Freshman School, and six (6) teachers in the High School.

12.0102 There shall be, in addition to the building Liaison Committees as described in section 12.0101, a Liaison Committee consisting of three (3) special services educators to address specific special education needs and concerns. This committee shall be elected as soon as possible in each school year by special services staff and will meet with the Special Services Administrator once every two (2) months or as needed by mutual consent of the parties during the regular school year.

12.0103 Association members elected to the Liaison Committees may request that evaluations conducted during their year(s) of service on the committee be performed by other qualified administrative personnel not assigned to their buildings.

12.0104 The Liaison Committee shall be advisory only and is intended to assist the administrator and the school staff, through the process of open discussion, to address needs and concerns. The committee shall assume the responsibility for being knowledgeable about matters which relate to its function. The Liaison Committee shall not deal with issues that either Association members or the administrator believe are appropriate matters related to the Master Contract or matters that are of a personal nature. Anonymous concerns will not be addressed.

12.0105 FCTA shall conduct orientation sessions for newly-elected Liaison Committee members prior to the first scheduled liaison meeting.

12.0106 The Liaison Committee shall elect a Chairperson at its first meeting each year who shall:

- A. set the dates for the bi-monthly meetings in consultation with the administrator
- B. provide certified staff with the Liaison Concern Form (Appendix Q, Q-1)
- C. notify the certified personnel of the meeting dates
- D. supervise the screening of issues to determine if they are appropriate

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

- E. prepare the agenda
- F. give a copy of the agenda to the administrator at least three (3) days prior to the meeting
- G. conduct the meeting
- H. prepare and distribute minutes of the meetings after agreement by the administrator as to the accuracy of said minutes

Each member shall have the right to have matters placed on the Liaison Committee Agenda and all affected members shall receive copies of the minutes of the Liaison Committee meetings.

12.02 District Labor Management Committee

12.0201 A Labor Management Committee will be established to share information, facilitate communication, and discuss issues which arise between negotiations periods.

12.0202 The Association President and the Superintendent will select equal numbers of no more than eight (8) total representatives to the Committee.

12.0203 The Labor Management Committee will meet quarterly or at mutual agreement of the parties. The Labor Management Committee may schedule meetings using a mixture of work time and time outside the normal student instructional hours at the convenience of committee members.

12.0204 An agenda for each meeting will be jointly prepared by the Association President and Superintendent. Minutes of the meetings will be prepared and distributed to the membership by an Association member after agreement by the Superintendent as to the accuracy of said minutes.

12.0205 The Labor Management Committee will not have the authority to alter the collective bargaining agreement and will not discuss grievances. However, this Committee will have the authority to write interpretations of the contract (Memoranda of Understanding) and make recommendations to alter the collective bargaining agreement.

12.0206 Items which have vehicles for resolution at lower levels should not appear on the agenda unless attempts to resolve at the lower levels have not met with success.

**XIII. CONCLUSION**

13.01 Severability and Conflicts

If, during the term of this Agreement, there is a change in state or federal law, which would invalidate any provision of this Agreement, as determined by a court of competent jurisdiction, or a state or federal agency having jurisdiction, such provision shall be considered severable from this Agreement and no other provision of this Agreement shall be affected by such determination. The parties will meet to negotiate any necessary change in the Agreement relative to the affected provision within sixty (60) days by demand of either party. Any provision of this contract which may legally supersede federal law shall prevail. Unless otherwise specified, it is the intention of the parties that the provisions of this agreement and the rights and benefits defined herein shall supercede and replace any conflicting state laws or state rules and regulations, except where prohibited by Section 4117.10(A) of the Ohio Revised Code.

13.02 Zipper Clause

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

All prior negotiated agreements not contained herein, and all prior practices, rules, or regulations not contained herein shall not be binding upon the parties to this Agreement.

13.03 Duration of Agreement Including Memorandum of Understanding

The Agreement shall be for a period of three (3) years beginning June 30, 2017 and ending June 29, 2020 except as otherwise provided herein. Memorandum of Understanding that the parties intend to continue are attached hereto and incorporated herein by reference.

Memorandum of Understanding Regarding Kindergarten Intervention Teachers Hired Through Federal Funds (Title I)  
Memorandum of Understanding Regarding An Instructional Coach Hired Through Federal Title Funds  
Memorandum of Understanding Regarding Teachers Performing Additional Instructional Duties During Plan Time At The  
Request Of The Administration For A Specific Period Of Time  
Memorandum of Understanding Regarding Media Specialists' Duties

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**FAIRFIELD BOARD OF EDUCATION**

By: Dan Hare 9/7/17  
Dan Hare, President (date)

By: Nancy A. Lane 9/7/17  
Nancy Lane, Treasurer (date)

**FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION**

By: Tim Adams 8/2/17  
Tim Adams, President (date)

By: Sean Thompson 8/2/17  
Sean Thompson, OEA Representative (date)

Fairfield Classroom Teachers' Association  
Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**Teachers' Salary Schedule**

<b>Base:</b>	\$40,000	<b>Effective 2017-2018</b>
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YRS EXP	BACHELOR'S		BA+30 OR 150 HRS		MASTER'S		MA+30 OR 190 HRS	
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.0000	\$40,000	1.0600	\$42,400	1.1125	\$44,500	1.1700	\$46,800
1	1.0400	\$41,600	1.1035	\$44,140	1.1625	\$46,500	1.2100	\$48,400
2	1.0800	\$43,200	1.1470	\$45,880	1.2125	\$48,500	1.2500	\$50,000
3	1.1200	\$44,800	1.1905	\$47,620	1.2625	\$50,500	1.2900	\$51,600
4	1.1600	\$46,400	1.2340	\$49,360	1.3125	\$52,500	1.3300	\$53,200
5	1.2000	\$48,000	1.2775	\$51,100	1.3625	\$54,500	1.3700	\$54,800
6	1.2400	\$49,600	1.3155	\$52,620	1.4045	\$56,180	1.4130	\$56,520
7	1.2800	\$51,200	1.3535	\$54,140	1.4465	\$57,860	1.4560	\$58,240
8	1.3200	\$52,800	1.3915	\$55,660	1.4885	\$59,540	1.4990	\$59,960
9	1.3600	\$54,400	1.4295	\$57,180	1.5295	\$61,180	1.5420	\$61,680
10	1.4000	\$56,000	1.4675	\$58,700	1.5705	\$62,820	1.5860	\$63,440
11	1.4300	\$57,200	1.5055	\$60,220	1.6115	\$64,460	1.6300	\$65,200
12	1.4600	\$58,400	1.5435	\$61,740	1.6525	\$66,100	1.6740	\$66,960
13	1.4900	\$59,600	1.5815	\$63,260	1.6935	\$67,740	1.7180	\$68,720
14	1.5200	\$60,800	1.6195	\$64,780	1.7345	\$69,380	1.7620	\$70,480
15	1.5500	\$62,000	1.6795	\$67,180	1.7945	\$71,780	1.8310	\$73,240
18	1.6100	\$64,400	1.7395	\$69,580	1.8545	\$74,180	1.9000	\$76,000
21	1.6700	\$66,800	1.7995	\$71,980	1.9145	\$76,580	1.9750	\$79,000
24	1.7500	\$70,000	1.8625	\$74,500	1.9750	\$79,000	2.0375	\$81,500

Fairfield Classroom Teachers' Association  
 Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**Teachers' Salary Schedule**

Base:	\$41,160	Effective	2018-2019
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YRS EXP	BACHELOR'S		BA+30 OR 150 HRS		MASTER'S		MA+30 OR 190 HRS	
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.0000	\$41,160	1.0600	\$43,630	1.1125	\$45,791	1.1700	\$48,157
1	1.0400	\$42,806	1.1035	\$45,420	1.1625	\$47,849	1.2100	\$49,804
2	1.0800	\$44,453	1.1470	\$47,211	1.2125	\$49,907	1.2500	\$51,450
3	1.1200	\$46,099	1.1905	\$49,001	1.2625	\$51,965	1.2900	\$53,096
4	1.1600	\$47,746	1.2340	\$50,791	1.3125	\$54,023	1.3300	\$54,743
5	1.2000	\$49,392	1.2775	\$52,582	1.3625	\$56,081	1.3700	\$56,389
6	1.2400	\$51,038	1.3155	\$54,146	1.4045	\$57,809	1.4130	\$58,159
7	1.2800	\$52,685	1.3535	\$55,710	1.4465	\$59,538	1.4560	\$59,929
8	1.3200	\$54,331	1.3915	\$57,274	1.4885	\$61,267	1.4990	\$61,699
9	1.3600	\$55,978	1.4295	\$58,838	1.5295	\$62,954	1.5420	\$63,469
10	1.4000	\$57,624	1.4675	\$60,402	1.5705	\$64,642	1.5860	\$65,280
11	1.4300	\$58,859	1.5055	\$61,966	1.6115	\$66,329	1.6300	\$67,091
12	1.4600	\$60,094	1.5435	\$63,530	1.6525	\$68,017	1.6740	\$68,902
13	1.4900	\$61,328	1.5815	\$65,095	1.6935	\$69,704	1.7180	\$70,713
14	1.5200	\$62,563	1.6195	\$66,659	1.7345	\$71,392	1.7620	\$72,524
15	1.5500	\$63,798	1.6795	\$69,128	1.7945	\$73,862	1.8310	\$75,364
18	1.6100	\$66,268	1.7395	\$71,598	1.8545	\$76,331	1.9000	\$78,204
21	1.6700	\$68,737	1.7995	\$74,067	1.9145	\$78,801	1.9750	\$81,291
24	1.7500	\$72,030	1.8625	\$76,661	1.9750	\$81,291	2.0375	\$83,864



Fairfield Classroom Teachers' Association  
Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**Teachers' Salary Schedule**

Base:	\$42,354	Effective 2019-2020
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<b>YRS EXP</b>	<b>BACHELOR'S</b>		<b>BA+30 OR 150 HRS</b>		<b>MASTER'S</b>		<b>MA+30 OR 190 HRS</b>	
	<b>INDEX</b>	<b>SALARY</b>	<b>INDEX</b>	<b>SALARY</b>	<b>INDEX</b>	<b>SALARY</b>	<b>INDEX</b>	<b>SALARY</b>
0	1.0000	\$42,354	1.0600	\$44,895	1.1125	\$47,119	1.1700	\$49,554
1	1.0400	\$44,048	1.1035	\$46,738	1.1625	\$49,237	1.2100	\$51,248
2	1.0800	\$45,742	1.1470	\$48,580	1.2125	\$51,354	1.2500	\$52,943
3	1.1200	\$47,436	1.1905	\$50,422	1.2625	\$53,472	1.2900	\$54,637
4	1.1600	\$49,131	1.2340	\$52,265	1.3125	\$55,590	1.3300	\$56,331
5	1.2000	\$50,825	1.2775	\$54,107	1.3625	\$57,707	1.3700	\$58,025
6	1.2400	\$52,519	1.3155	\$55,717	1.4045	\$59,486	1.4130	\$59,846
7	1.2800	\$54,213	1.3535	\$57,326	1.4465	\$61,265	1.4560	\$61,667
8	1.3200	\$55,907	1.3915	\$58,936	1.4885	\$63,044	1.4990	\$63,489
9	1.3600	\$57,601	1.4295	\$60,545	1.5295	\$64,780	1.5420	\$65,310
10	1.4000	\$59,296	1.4675	\$62,154	1.5705	\$66,517	1.5860	\$67,173
11	1.4300	\$60,566	1.5055	\$63,764	1.6115	\$68,253	1.6300	\$69,037
12	1.4600	\$61,837	1.5435	\$65,373	1.6525	\$69,990	1.6740	\$70,901
13	1.4900	\$63,107	1.5815	\$66,983	1.6935	\$71,726	1.7180	\$72,764
14	1.5200	\$64,378	1.6195	\$68,592	1.7345	\$73,463	1.7620	\$74,628
15	1.5500	\$65,649	1.6795	\$71,134	1.7945	\$76,004	1.8310	\$77,550
18	1.6100	\$68,190	1.7395	\$73,675	1.8545	\$78,545	1.9000	\$80,473
21	1.6700	\$70,731	1.7995	\$76,216	1.9145	\$81,087	1.9750	\$83,649
24	1.7500	\$74,120	1.8625	\$78,884	1.9750	\$83,649	2.0375	\$86,296

**APPENDIX A-3**

Fairfield Classroom Teachers' Association  
Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**District Athletic Trainers' Salary Schedule**

**Base Salary for 2017-2018:                    \$40,000**

	<b>2017-2018</b>	
<b><u>STEP</u></b>	<b><u>INDEX</u></b>	<b><u>SALARY</u></b>
0	0.9000	\$36,000
1	0.9300	\$37,200
2	0.9600	\$38,400
3	0.9900	\$39,600
4	1.0200	\$40,800
5	1.0500	\$42,000
6	1.0800	\$43,200
7	1.1100	\$44,400
8	1.1400	\$45,600
9	1.1700	\$46,800
10	1.2000	\$48,000
13	1.2600	\$50,400
15	1.3200	\$52,800
18	1.3650	\$54,600
21	1.4200	\$56,800

This salary schedule is based on a minimum of 1,680 hours to be worked over forty-two (42) weeks encompassed by the school calendar. Extended service days will be paid at a rate equal to annual salary divided by 210.

Fairfield Classroom Teachers' Association  
 Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**District Athletic Trainers' Salary Schedule**

**Base Salary for 2018-2019:                    \$41,160**

<b>2018-2019</b>		
<b>STEP</b>	<b>INDEX</b>	<b>SALARY</b>
0	0.9000	\$37,044
1	0.9300	\$38,279
2	0.9600	\$39,514
3	0.9900	\$40,748
4	1.0200	\$41,983
5	1.0500	\$43,218
6	1.0800	\$44,453
7	1.1100	\$45,688
8	1.1400	\$46,922
9	1.1700	\$48,157
10	1.2000	\$49,392
13	1.2600	\$51,862
15	1.3200	\$54,331
18	1.3650	\$56,183
21	1.4200	\$58,447

This salary schedule is based on a minimum of 1,680 hours to be worked over forty-two (42) weeks encompassed by the school calendar. Extended service days will be paid at a rate equal to annual salary divided by 210.

Fairfield Classroom Teachers' Association  
 Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**District Athletic Trainers' Salary Schedule**

**Base Salary for 2019-2020:                    \$42,354**

	<b>2019-2020</b>	
<b><u>STEP</u></b>	<b><u>INDEX</u></b>	<b><u>SALARY</u></b>
0	0.9000	\$38,119
1	0.9300	\$39,389
2	0.9600	\$40,660
3	0.9900	\$41,930
4	1.0200	\$43,201
5	1.0500	\$44,472
6	1.0800	\$45,742
7	1.1100	\$47,013
8	1.1400	\$48,284
9	1.1700	\$49,554
10	1.2000	\$50,825
13	1.2600	\$53,366
15	1.3200	\$55,907
18	1.3650	\$57,813
21	1.4200	\$60,143

This salary schedule is based on a minimum of 1,680 hours to be worked over forty-two (42) weeks encompassed by the school calendar. Extended service days will be paid at a rate equal to annual salary divided by 210.

Fairfield Classroom Teachers' Association  
Master Contract Effective June 30, 2017, through June 29, 2020

**Fairfield City School District**  
**Registered Nurses' Salary Schedule**

**Base Salary for 2017-2018:                 \$40,000**

	<b>2017-2018</b>	
<b><u>STEP</u></b>	<b><u>INDEX</u></b>	<b><u>SALARY</u></b>
0	0.9000	\$36,000
1	0.9200	\$36,800
2	0.9400	\$37,600
3	0.9600	\$38,400
4	0.9800	\$39,200
5	1.0000	\$40,000
6	1.0250	\$41,000
7	1.0500	\$42,000
8	1.0750	\$43,000
9	1.1000	\$44,000
10	1.1250	\$45,000
13	1.1850	\$47,400
15	1.2450	\$49,800
18	1.2900	\$51,600
21	1.3200	\$52,800

Fairfield Classroom Teachers' Association  
Master Contract Effective June 30, 2017, through June 29, 2020

**Fairfield City School District**  
**Registered Nurses' Salary Schedule**

**Base Salary for 2018-2019:                    \$41,160**

	<b>2018-2019</b>	
<b><u>STEP</u></b>	<b><u>INDEX</u></b>	<b><u>SALARY</u></b>
0	0.9000	\$37,044
1	0.9200	\$37,867
2	0.9400	\$38,690
3	0.9600	\$39,514
4	0.9800	\$40,337
5	1.0000	\$41,160
6	1.0250	\$42,189
7	1.0500	\$43,218
8	1.0750	\$44,247
9	1.1000	\$45,276
10	1.1250	\$46,305
13	1.1850	\$48,775
15	1.2450	\$51,244
18	1.2900	\$53,096
21	1.3200	\$54,331

Fairfield Classroom Teachers' Association  
Master Contract Effective June 30, 2017, through June 29, 2020

**Fairfield City School District**  
**Registered Nurses' Salary Schedule**

**Base Salary for 2019-2020:                    \$42,354**

	<b>2019-2020</b>	
<b><u>STEP</u></b>	<b><u>INDEX</u></b>	<b><u>SALARY</u></b>
0	0.9000	\$38,119
1	0.9200	\$38,966
2	0.9400	\$39,813
3	0.9600	\$40,660
4	0.9800	\$41,507
5	1.0000	\$42,354
6	1.0250	\$43,413
7	1.0500	\$44,472
8	1.0750	\$45,531
9	1.1000	\$46,589
10	1.1250	\$47,648
13	1.1850	\$50,189
15	1.2450	\$52,731
18	1.2900	\$54,637
21	1.3200	\$55,907

Fairfield Classroom Teachers' Association  
 Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**School Psychologists' Salary Schedule**

Base Salary 2017-2018: **\$47,448**

<u>YRS</u> <u>EXP</u>	<u>2017-2018</u>			
	<u>MASTERS</u> <u>INDEX</u>	<u>SALARY</u>	<u>MASTERS +</u> <u>INDEX</u>	<u>SALARY</u>
0	1.0800	\$51,244	1.1416	\$54,167
1	1.1150	\$52,905	1.1816	\$56,065
2	1.1550	\$54,802	1.2216	\$57,962
3	1.1950	\$56,700	1.2616	\$59,860
4	1.2350	\$58,598	1.3016	\$61,758
5	1.2750	\$60,496	1.3416	\$63,656
6	1.3200	\$62,631	1.3866	\$65,791
7	1.3650	\$64,767	1.4316	\$67,927
8	1.4100	\$66,902	1.4766	\$70,062
9	1.4550	\$69,037	1.5216	\$72,197
10	1.5000	\$71,172	1.5666	\$74,332
11	1.5470	\$73,402	1.6136	\$76,562
12	1.5940	\$75,632	1.6606	\$78,792
13	1.6410	\$77,862	1.7076	\$81,022
14	1.6880	\$80,092	1.7546	\$83,252
15	1.7500	\$83,034	1.8166	\$86,194
18	1.8120	\$85,976	1.8786	\$89,136
21	1.8740	\$88,918	1.9406	\$92,078
24	1.9377	\$91,940	2.0043	\$95,100

1. This schedule is for 204 work days, each of which is eight (8) hours in length. All 184 days of the teacher work year must be worked, with the remaining 20 days to be worked prior to the start and after the close of the school year, per approval of the immediate supervisor.
2. Prior experience as a teacher may be considered in determining step placement.
3. Individuals placed on this schedule must hold a school psychologist certificate and be assigned to the position of school psychologist in the Fairfield City Schools.



Fairfield Classroom Teachers' Association  
 Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**School Psychologists' Salary Schedule**

**Base Salary 2018-2019: \$48,824**

<b>YRS EXP</b>	<b><u>2018-2019</u></b>			
	<b><u>MASTERS INDEX</u></b>	<b><u>SALARY</u></b>	<b><u>MASTERS + INDEX</u></b>	<b><u>SALARY</u></b>
0	1.0800	\$52,730	1.1416	\$55,737
1	1.1150	\$54,439	1.1816	\$57,690
2	1.1550	\$56,392	1.2216	\$59,643
3	1.1950	\$58,345	1.2616	\$61,596
4	1.2350	\$60,298	1.3016	\$63,549
5	1.2750	\$62,251	1.3416	\$65,502
6	1.3200	\$64,448	1.3866	\$67,699
7	1.3650	\$66,645	1.4316	\$69,896
8	1.4100	\$68,842	1.4766	\$72,094
9	1.4550	\$71,039	1.5216	\$74,291
10	1.5000	\$73,236	1.5666	\$76,488
11	1.5470	\$75,531	1.6136	\$78,782
12	1.5940	\$77,825	1.6606	\$81,077
13	1.6410	\$80,120	1.7076	\$83,372
14	1.6880	\$82,415	1.7546	\$85,667
15	1.7500	\$85,442	1.8166	\$88,694
18	1.8120	\$88,469	1.8786	\$91,721
21	1.8740	\$91,496	1.9406	\$94,748
24	1.9377	\$94,606	2.0043	\$97,858

1. This schedule is for 204 work days, each of which is eight (8) hours in length. All 184 days of the teacher work year must be worked, with the remaining 20 days to be worked prior to the start and after the close of the school year, per approval of the immediate supervisor.
2. Prior experience as a teacher may be considered in determining step placement.
3. Individuals placed on this schedule must hold a school psychologist certificate and be assigned to the position of school psychologist in the Fairfield City Schools.

Fairfield Classroom Teachers' Association  
 Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**School Psychologists' Salary Schedule**

Base Salary 2019-2020: \$50,240

<u>YRS</u> <u>EXP</u>	<u>2019-2020</u>			
	<u>MASTERS</u> <u>INDEX</u>	<u>SALARY</u>	<u>MASTERS +</u> <u>INDEX</u>	<u>SALARY</u>
0	1.0800	\$54,259	1.1416	\$57,354
1	1.1150	\$56,018	1.1816	\$59,364
2	1.1550	\$58,027	1.2216	\$61,373
3	1.1950	\$60,037	1.2616	\$63,383
4	1.2350	\$62,046	1.3016	\$65,392
5	1.2750	\$64,056	1.3416	\$67,402
6	1.3200	\$66,317	1.3866	\$69,663
7	1.3650	\$68,578	1.4316	\$71,924
8	1.4100	\$70,838	1.4766	\$74,184
9	1.4550	\$73,099	1.5216	\$76,445
10	1.5000	\$75,360	1.5666	\$78,706
11	1.5470	\$77,721	1.6136	\$81,067
12	1.5940	\$80,083	1.6606	\$83,429
13	1.6410	\$82,444	1.7076	\$85,790
14	1.6880	\$84,805	1.7546	\$88,151
15	1.7500	\$87,920	1.8166	\$91,266
18	1.8120	\$91,035	1.8786	\$94,381
21	1.8740	\$94,150	1.9406	\$97,496
24	1.9377	\$97,350	2.0043	\$100,696

1. This schedule is for 204 work days, each of which is eight (8) hours in length. All 184 days of the teacher work year must be worked, with the remaining 20 days to be worked prior to the start and after the close of the school year, per approval of the immediate supervisor.
2. Prior experience as a teacher may be considered in determining step placement.
3. Individuals placed on this schedule must hold a school psychologist certificate and be assigned to the position of school psychologist in the Fairfield City Schools.

Fairfield Classroom Teachers' Association  
Master Contract Effective June 30, 2017 through June 29, 2020

**Fairfield City School District**  
**Extracurricular Salary Schedule**

Base: \$33,592  
Bachelor's Degree, No Experience

Effective: 2017-18 contract year  
2018-19 contract year  
2019-20 contract year

<i>Exp.</i>	0		1		2		3		4		5		10		15		20		
	<i>Sched.</i>	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary		
<i>O</i>		0.010	\$336	0.012	\$403	0.015	\$504	0.017	\$571	0.020	\$672	0.022	\$739	0.025	\$840	0.027	\$907	0.030	\$1,008
<i>I</i>		0.020	\$672	0.022	\$739	0.025	\$840	0.027	\$907	0.030	\$1,008	0.032	\$1,075	0.035	\$1,176	0.037	\$1,243	0.040	\$1,344
<i>II</i>		0.030	\$1,008	0.032	\$1,075	0.035	\$1,176	0.037	\$1,243	0.040	\$1,344	0.042	\$1,411	0.045	\$1,512	0.047	\$1,579	0.050	\$1,680
<i>III</i>		0.040	\$1,344	0.045	\$1,512	0.050	\$1,680	0.055	\$1,848	0.060	\$2,016	0.065	\$2,183	0.070	\$2,351	0.075	\$2,519	0.080	\$2,687
<i>IV</i>		0.060	\$2,016	0.065	\$2,183	0.070	\$2,351	0.075	\$2,519	0.080	\$2,687	0.085	\$2,855	0.090	\$3,023	0.095	\$3,191	0.100	\$3,359
<i>V</i>		0.080	\$2,687	0.085	\$2,855	0.090	\$3,023	0.095	\$3,191	0.100	\$3,359	0.105	\$3,527	0.110	\$3,695	0.115	\$3,863	0.120	\$4,031
<i>VI</i>		0.090	\$3,023	0.098	\$3,292	0.105	\$3,527	0.114	\$3,829	0.122	\$4,098	0.130	\$4,367	0.139	\$4,669	0.148	\$4,972	0.157	\$5,274
<i>VII</i>		0.100	\$3,359	0.110	\$3,695	0.120	\$4,031	0.130	\$4,367	0.140	\$4,703	0.150	\$5,039	0.160	\$5,375	0.170	\$5,711	0.180	\$6,047
<i>VIII</i>		0.120	\$4,031	0.130	\$4,367	0.140	\$4,703	0.150	\$5,039	0.160	\$5,375	0.170	\$5,711	0.180	\$6,047	0.190	\$6,382	0.200	\$6,718
<i>IX</i>		0.130	\$4,367	0.145	\$4,871	0.160	\$5,375	0.175	\$5,879	0.190	\$6,382	0.205	\$6,886	0.220	\$7,390	0.235	\$7,894	0.250	\$8,398
<i>X</i>		0.140	\$4,703	0.160	\$5,375	0.180	\$6,047	0.200	\$6,718	0.220	\$7,390	0.240	\$8,062	0.260	\$8,734	0.280	\$9,406	0.300	\$10,078
<i>XI</i>		0.160	\$5,375	0.180	\$6,047	0.200	\$6,718	0.220	\$7,390	0.240	\$8,062	0.260	\$8,734	0.280	\$9,406	0.300	\$10,078	0.320	\$10,749
<i>XII</i>		0.180	\$6,047	0.200	\$6,718	0.220	\$7,390	0.240	\$8,062	0.260	\$8,734	0.280	\$9,406	0.300	\$10,078	0.320	\$10,749	0.340	\$11,421

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
 MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**FAIRFIELD CITY SCHOOL DISTRICT**  
**EXTRA-CURRICULAR CRITERIA AND POINT SCALE**  
**FOR POSITION PLACEMENT**

Section 1 Conversion Table  
 (Hours to Points)

Name of Position \_\_\_\_\_

1a Duration of Activity (weeks)

1 - 15 2 pts.  
 16 - 30 3 pts.  
 31 - 45 4 pts.

Total \_\_\_\_\_

1b (1) Amount of time spent

Monday - Friday close of school

	<u>P</u>	<u>G</u>	<u>TSS</u>
1 - 25	1	3	1
26 - 50	2	6	2
51 - 75	3	9	3
76 - 100	4	12	4
101 - 125	5	15	5
126 - 150	6	18	6
151 - 175	7	21	7
176 - 200	8	24	8
201 - 225	9	27	9
226 - 250	10	30	10

Code:

P = Practice

G = Game

TSS = Travel, Supervision, & Support

Total \_\_\_\_\_

1b (2) Amount of time spent

after school Friday, Saturday, Sunday

	<u>P</u>	<u>G</u>	<u>TSS</u>
1 - 25	2	4.5	1.5
26 - 50	3	6.5	3.0
51 - 75	4	8.5	4.5
76 - 100	5	10.5	6.0
101 - 125	6	12.5	7.5
126 - 150	7	14.5	9.0

Total \_\_\_\_\_

1b (3) Amount of time holidays  
and scheduled school vacations

	<u>P</u>	<u>G</u>	<u>TSS</u>
1 - 25	4	6	2
26 - 50	6	8	3
51 - 75	8	10	4
76 - 100	10	12	5
101 - 125	12	14	6
126 - 150	14	16	7

Total \_\_\_\_\_

1c Planning Time

1 - 25	1 point	151 - 175	7 points
26 - 50	2 points	176 - 200	8 points
51 - 75	3 points	201 - 225	9 points
76 - 100	4 points	226 - 325	12 points
101 - 150	5 points	326 & up	15 points
126 - 150	6 points		

Total \_\_\_\_\_

Total Points Section 1 \_\_\_\_\_

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

Section 2 Conversion Table (Responsibility to Points)

2a Number of students involved

1 - 25	1 point	
26 - 50	2 points	
51 - 75	3 points	
76 - 100	4 points	
101 - 125	5 points	
125 & up	6 points	Total _____

2b Number of staff members supervised

1 staff member	4 points	
Add 4 points for each paid staff member supervised		
Add .5 point per staff member supervised if responsible for peer coaching		Total _____

2c Handling of finances (Total receipts from the activity during the year)

\$ 100 - \$ 3,000	1 point	
\$ 3,001 - \$ 6,000	3 points	
\$ 6,001 - \$ 9,000	5 points	
\$ 9,001 - \$12,000	7 points	
\$12,001 - \$18,000	9 points	
over \$18,000	11 points	Total _____

2d Responsibility for safety of students

Little or no possibility of injury to student	0 points	
Some possibility of minor injury to students	2 points	
Some possibility of serious injury to students	4 points	
Great possibility of serious injury to students	6 points	Total _____

2e (1) Normal Attendance

0 - 250	1 point	
251 - 500	2 points	
501 - 1000	3 points	
1001 - 1500	4 points	
1500 - 2000	5 points	Total _____

2e (2) Win - Loss Pressure

(Head coaches/sponsors only)

None	0 points	
Little	5 points	
Some	10 points	
Great	15 points	Total _____

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

2e (3) Total Events

1 - 5	2 points	
6 - 10	4 points	
11 - 15	6 points	
16 - 20	8 points	
21 - 25	10 points	
26 & over	12 points	Total _____

2f Responsibility for the Academic Program/Testing  
(Staff Leadership Positions only)

Minimal	0 points		
Moderate	20 points		
High	40 points	Total _____	Total Points Section 2 _____

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020  
FAIRFIELD CITY SCHOOL DISTRICT

**EXTRA-CURRICULAR CRITERIA**  
**RANGE OF POINTS BY SCHEDULE**

<b><u>SCHEDULE</u></b>	<b><u>RANGE</u></b>
0	0 - 10
I	11 - 24
II	25 - 40
III	41 - 62
IV	63 - 70
V	71 - 81
VI	82 - 92
VII	93 - 100
VIII	101 - 115
IX	116 - 138
X	139 - 157
XI	158 - 170
XII	171 and over

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**FAIRFIELD CITY SCHOOLS**  
**Staff Leadership Positions**  
**(Effective June 30, 2017 through June 29, 2020)**

**Tier I: \$400**

<b>Position Title</b>	<b>Department</b>	<b>School</b>	<b># of Positions</b>
Unit Leader	Special Areas	Central	1
		Compass	1
		East	1
		North	1
		South	1
		West	1

**Tier II: \$800**

<b>Position Title</b>	<b>Department</b>	<b>School</b>	<b># of Positions</b>
Department Head	Special Areas	Creekside	1
		Crossroads	1
		Freshman	1
		Senior High	1

**Tier III:**

<b>Position Title</b>	<b>Department</b>	<b>School</b>	<b># of Positions</b>	
Unit Leader	\$1,600	Special Education	Central	1
			Compass	1
			East	1
			North	1
			South	1
			West	1
Unit Leader	\$1,600	Grade Level	Central	6
			Compass	6
			East	6
			North	6
			South	6
			West	6
Department Head	\$1,600	Nurses	District	1



FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**FAIRFIELD CITY SCHOOLS**  
**Staff Leadership Positions**  
**(Effective June 30, 2017 through June 29, 2020)**

**Tier III:**

<b>Position Title</b>		<b>Department</b>	<b>School</b>	<b># of Positions</b>
Department Head	\$2,400	Integrated Language Arts	Creekside	3
		Math	Creekside	3
		Science	Creekside	3
		Social Studies	Creekside	3
		Special Education	Creekside	3
		Integrated Language Arts	Crossroads	3
		Math	Crossroads	3
		Science	Crossroads	3
		Social Studies	Crossroads	3
		Special Education	Crossroads	3
Department Head	\$3,200	English	Freshman	1
		Math	Freshman	1
		Science	Freshman	1
		Social Studies	Freshman	1
		Special Education	Freshman	1
Department Head	\$3,200	Academic Guidance	Senior High	2
		Foreign Language	Senior High	1
		Music	Senior High	1
		Special Education	Senior High	2
Department Head	\$4,800	English	Senior High	1
		Math	Senior High	1
		Science	Senior High	1
		Social Studies	Senior High	1

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**FAIRFIELD CITY SCHOOLS**

**Staff Leadership Positions**

**Explanation and Terms and Defining Criteria:**

Unit Leader: A member who works with one grade level in one building or with one unit which may be comprised of multiple grade levels or special areas in grades K-4.

Department Head: A member who works with multiple grade levels or with one core area or multiple special areas in grades 5-12.

**Duties for Staff Leadership Positions:**

**Tier I**

- Attend monthly meeting with building administration and disseminate information via email to other members

**Tier II**

- Attend monthly meeting with building administration and disseminate information appropriately
- Facilitate department meetings (Creating an agenda, taking minutes, leading the meeting)

**Tier III**

- Attend monthly meeting with building administration and disseminate information appropriately
- Facilitate department meetings (Creating an agenda, taking minutes, leading the meeting)
- Assist building administration in the master scheduling process for the building
- Serve as the contact person for the department in regards to ordering and purchasing of supplies
- Assist building administration with hiring and interviewing of new teachers to department
- Work with the curriculum department regarding textbook adoption
- Assist in the development and implementation of curriculum
- Submit basic public relations information to the building administration for newsletters
- Assist with the planning and/or scheduling of field trips and transportation of trips if applicable
- Secure and check orders when they arrive in the building
- Check in books when they are returned to the department

**Academic Guidance: Tier III**

- Attend monthly meeting with building administration and disseminate information appropriately
- Facilitate department meetings (Creating an agenda, taking minutes, leading the meeting)
- Assist building administration in the master scheduling process for the building
- Serve as the contact person for the department in regards to ordering and purchasing of supplies
- Assist building administration with hiring and interviewing of new guidance counselors to department
- Submit basic public relations information to the building administration for newsletters
- Assist building administration in planning and organizing student awards/recognition programs
- Maintain scholarship information for high school students
- Coordinate ACT/SAT testing
- Coordinate Advanced Placement Testing
- Maintain information and forms for Postsecondary Options program
- Coordinate Honors diploma eligibility and other senior honors
- Complete yearly form for NCAA eligibility and NCAA Clearinghouse
- Assist administration with coordination of building achievement testing
- Assist administration with Financial Aid program for students

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020  
**FAIRFIELD CITY SCHOOL DISTRICT**  
**EXTRACURRICULAR RE-EVALUATION REQUEST**

**I. TO BE COMPLETED BY APPLICANT:**

I hereby request re-evaluation of the following extracurricular position.

POSITION \_\_\_\_\_

PRESENTSCHEDULE \_\_\_\_\_ REQUESTED SCHEDULE \_\_\_\_\_

REASON FOR REQUEST \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date Signature of Member Signature of Administrator (if applicable)

**II. TO BE COMPLETED BY EXTRA CURRICULAR REVIEW COMMITTEE:**

Evaluation Request:

Recommend Approval \_\_\_\_\_ Disapproval \_\_\_\_\_

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

**III. TO BE COMPLETED BY SUPERINTENDENT/FCTA PRESIDENT:**

Request Approved \_\_\_\_\_ Request Disapproved \_\_\_\_\_

\_\_\_\_\_  
Date Signature (Superintendent)

\_\_\_\_\_  
Date Signature (FCTA President)

Attachments:

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020  
**FAIRFIELD CITY SCHOOL DISTRICT**  
**EXTRA-CURRICULAR CRITERIA AND POINT SCALE**  
**FOR POSITION PLACEMENT**

Position \_\_\_\_\_ Date \_\_\_\_\_

Name of Respondent \_\_\_\_\_

Form is submitted for the following purpose (check one):

Current position for review \_\_\_\_\_ New position for consideration \_\_\_\_\_  
(A job description must be attached for a new position.)

**Section 1 - TIME** (Include only time spent beyond the normal school day.)

1a. Duration of Activity (give total number of weeks) \_\_\_\_\_

1b. (1) Amount of Time Spent Monday - Friday Close of School

Number of hours spent in practice \_\_\_\_\_

Number of hours spent in games \_\_\_\_\_

Number of hours spent in travel/support/supervision \_\_\_\_\_

Support is defined as time assisting another coach or sponsor but not directly responsible for the activity. Examples: varsity basketball coach during reserve game; assistant band director during performance.)

1b. (2) Amount of Time Spent after School Friday, Saturday, Sunday

Number of hours spent in practice \_\_\_\_\_

Number of hours spent in games \_\_\_\_\_

Number of hours spent in travel, support, supervision \_\_\_\_\_

1b. (3) Amount of Time Spent on Holidays and During Scheduled School Vacations

Number of hours spent in practice \_\_\_\_\_

Number of hours spent in games \_\_\_\_\_

Number of hours spent in travel, support, supervision \_\_\_\_\_

1c. Amount of Time Spent in Planning

Number of hours \_\_\_\_\_

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**Section 2 - RESPONSIBILITY**

2a. Number of Students Directly Supervised \_\_\_\_\_

2b. Number of Paid Staff Members Supervised/Coordinated/Directed \_\_\_\_\_

2c. Handling of Finances (Total receipts from the activity during the year and/or budget/student fees.) Check which category describes the total receipts from the activity during the year:

- \$ 100 - \$ 3,000 \_\_\_\_\_
- \$ 3,001 - \$ 6,000 \_\_\_\_\_
- \$ 6,001 - \$ 9,000 \_\_\_\_\_
- \$ 9,001 - \$12,000 \_\_\_\_\_
- \$12,001 - \$18,000 \_\_\_\_\_

2d. Responsibility for Safety of Students

Little or no possibility of injury to students \_\_\_\_\_

Some possibility of minor injury to students \_\_\_\_\_

Some possibility of serious injury to students \_\_\_\_\_

Great possibility of serious injury to students \_\_\_\_\_

2e. (1) Normal Public Attendance at Activity

- 0 - 250 \_\_\_\_\_
- 251 - 500 \_\_\_\_\_
- 501 - 1000 \_\_\_\_\_
- 1001 - 1500 \_\_\_\_\_
- 1501 - 2000 \_\_\_\_\_

2e. (2) Win - Loss Pressure

- None \_\_\_\_\_
- Little \_\_\_\_\_
- Some \_\_\_\_\_
- Great \_\_\_\_\_

If this position experiences pressure, give the rationale:

2e. (3) Total Number of Events/Performances \_\_\_\_\_

2f. Responsibility for the Academic Program/Testing (Staff Leadership Programs only)

Minimal 0 points                      Moderate 20 points                      High 40 points \_\_\_\_\_

**Section 3 - ADDITIONAL RESPONSIBILITIES THAT SHOULD BE CONSIDERED**

Please list any additional responsibilities of this position (such as supervision of Board-approved volunteers) which should be taken into consideration in the evaluation process on the back of this sheet.

*Only fully completed forms will be accepted for review.*

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**FAIRFIELD CITY SCHOOL DISTRICT**

**EXTRACURRICULAR JOB DESCRIPTION**

POSITION \_\_\_\_\_ SCHEDULE \_\_\_\_\_

DUTIES:

RESPONSIBLE TO:            1)     Building Principal            [ ]  
   2)     Athletic Director                [ ]  
   3)     Head Coach or Activity Sponsor [ ]

Date of Revision \_\_\_\_\_

FAIRFIELD CITY SCHOOLS

**EXTRACURRICULAR PLACEMENT SCHEDULE**

Effective 2017-2018

\* *Valid Sports Medicine/Pupil Activity Certification is required*

**SCHEDULE 0**

Freshman

Agents of Change

**SCHEDULE I**

Senior High

ACT-SO Sponsor  
Asian Cultural Experience Advisor  
FLA Advisor  
French Club  
German Club  
GSA Club Advisor  
Indian Spirit Sponsor  
Interalliance Club Advisor  
National Art Honor Society  
Ohio Mock Trial Advisor (2)  
Peer Tutoring Coordinator  
S.A.D.D. Sponsor  
Sophomore Class Sponsor (2)  
Spanish Club  
Student Government Advisor  
TREE Club Advisor

Freshman

Jazz Combo Director

Middle

\* Cheerleader Coach, 6<sup>th</sup> Grade (2)  
Chess Club (2)  
\* Golf Coach, Boys (2)  
\* Golf Coach, Girls (2)  
\* Intramural Basketball, Boys, 6<sup>th</sup> Grade (2)  
\* Intramural Basketball, Girls, 6<sup>th</sup> Grade (2)  
\* Intramural Bowling, 6<sup>th</sup> Grade (2)  
\* Intramural Track, 6<sup>th</sup> Grade (2)  
\* Intramural Volleyball, 6<sup>th</sup> Grade (2)  
Leadership Team Advisor (2)  
Leadership Weekend Coordinator (2)  
National Junior Honor Society Advisor (2)  
Student Council (6)

Revised July 2017

**SCHEDULE 1 (Cont.)**

Elementaries

Elementary Wellness Coordinator (6)  
\* Intramurals (6)  
Student Council Sponsor (6)  
\*Talent Show Coordinator

**SCHEDULE II**

District

Secondary Wellness Coordinator  
Sports Information Director, Athletic Department

Senior High

Academic Team Advisor (2)  
American Sign Language Club Advisor  
\*African American Voices of Youth  
\*Baseball, Reserve Assistant  
\*Bowling Coach, Assistant (3)  
Chess Team Coach  
Destination Imagination Grades 9-12 (3)  
\*Golf Coach, Reserve  
\*Golf Coach, Reserve, Girls  
Interact Club Sponsor (2)  
Junior Class Sponsor (2)  
Junior State of America Advisor  
Peer Counseling Advisor  
Pep Band  
Robotics Mentor  
Rocket Club  
Science Olympiad Coach  
\*Softball, Reserve Assistant  
Thespian Society  
Tri-M Advisor (2)  
\*Wrestling, Reserve Asst.

Freshman

\*Baseball, Assistant  
\*Basketball, Assistant Boys (2)  
\*Basketball, Assistant Girls (2)  
Class Sponsor (2)  
Peer Counseling Advisor (2)  
\*Soccer Coach, Assistant Boys  
\*Soccer Coach, Assistant Girls  
\*Softball, Freshman Assistant

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020

**SCHEDULE II (Cont.)**

\*Volleyball, Assistant  
\*Wrestling, Assistant

Middle

Destination Imagination (4)  
Lego Robotics Supervisor (2)  
Science Fair Coordinator  
\*Tennis, Girls, 7<sup>th</sup>/8<sup>th</sup> Grade (2)  
\*Tennis, Boys, 7<sup>th</sup>/8<sup>th</sup> Grade (2)

Elementaries

Elem. Drama Club Advisor (6)  
Elem. Select Choir Director (6) plus (1)  
Additional position per building  
with more than 30 student participants

**SCHEDULE III**

District

Destination Imagination Coordinator

Senior High

Activities Director  
\*Dance Team Coach  
\*Drama Club Producer  
\*Golf, Assistant, Boys  
Graphic Designer – Football/Track (2)  
National Honor Society Advisor  
Pit Orchestra Director Musical  
School Paper (Warrior)  
Senior Class Sponsor (2)  
\*Show Choir Combo Band Director  
\*Step Team Advisor  
\*Tennis, Assistant, Boys  
\*Tennis, Assistant, Girls  
\*Vocal Director High School Musical  
\*Winter Guard Instructor

Freshman

Yearbook Advisor (2)

Middle

\*Cheerleading Coach, 7<sup>th</sup>/8<sup>th</sup> Grade (4)  
\*Cross Country (4)  
\*Diving Coach  
Jazz Band Co-Director (4)  
Select Band Co-Director (4)

**SCHEDULE III (Cont.)**

Select Choir Director(s) (2)  
Select Orchestra Director (4)

\*Swim Team Coach

\*Track, Middle School (3), 7<sup>th</sup>/8<sup>th</sup> Grade  
\*Track, Middle School Head, 7<sup>th</sup>/8<sup>th</sup> Grade  
\*Volleyball Coach, 7<sup>th</sup>/8<sup>th</sup> Grade (4)  
\*Wrestling, Assistant Coach

**SCHEDULE IV**

Senior High

Annual (Yearbook) (2)  
\*Bowling, Head Coach  
\*Cheer Coach, JV Football  
\*Cheer Coach, JV Basketball  
\*Cross Country, Varsity Assistant (3)  
\*Gymnastics, Girls  
\*Swim, Diving, Boys & Girls  
Technical Director, Stage  
\*Tennis, Boys  
\*Tennis, Girls  
\*Weight Room Supervisor, Assistant (Weight Trainer)

Freshman

\*Baseball  
\*Cheer Coach, FB/BB (2)  
\*Soccer, Boys  
\*Soccer, Girls  
\*Softball  
\*Volleyball, Boys  
\*Volleyball, Girls

Middle

\*Basketball, Boys 7<sup>th</sup>/8<sup>th</sup> Grade (4)  
\*Basketball, Girls 7<sup>th</sup>/8<sup>th</sup> Grade (4)  
\*Drama Club Director (2)  
\*Football, 7<sup>th</sup>/8<sup>th</sup> Grade (12)  
\*Intramural Director, 6<sup>th</sup> Grade (2)  
\*Wrestling, 7<sup>th</sup>/8<sup>th</sup> Grade (3)  
Yearbook, 8<sup>th</sup> Grade (4)

**SCHEDULE V**

District

Performing Arts Center Manager



**SCHEDULE V (Cont.)**

Senior High

- \*Baseball, Assistant (2)
- \*Basketball, Sophomore, Boys
- \*Football, Assistant, Sophomore (3)
  
- \*Lacrosse, Varsity, Boys Assistant Coach
- \*Lacrosse, Varsity, Girls Assistant Coach
- \*Marching Band Instructors (2)
- \*Soccer, Assistant Boys (3)
- \*Soccer, Assistant Girls (3)
- \*Softball, Assistant (2)
- \*Track, Assistant (4)
- \*Volleyball, Assistant Boys (2)
- \*Volleyball, Assistant Girls (2)

Freshman

- \*Basketball, Boys (2)
- \*Basketball, Girls (2)
- \*Football (3)
- \*Track
- \*Wrestling

**SCHEDULE VI**

District

Assistant Athletic Trainer

Senior High

- \*Cheer Coach, FB, Varsity
- \*Cheer Coach, BB, Varsity
- \*Cross Country, Head Coach
- \*Drama Director Associate (2)
- \*Golf, Varsity Boys
- \*Golf, Varsity Girls
- Technical Director, Electronic
- \*Volleyball, Varsity Head, Boys

Middle

- \*Rhythm Express Director

**SCHEDULE VII**

Senior High

- \*Lacrosse, Varsity Boys Head Coach
- \*Lacrosse, Varsity Girls Head Coach
- \*Swim Coach, Boys
- \*Swim Coach, Girls
- \*Volleyball, Varsity Head, Girls

**SCHEDULE VIII**

Senior High

- \*Basketball, Assistant Boys (2)
- \*Basketball, Assistant Girls (2)
- \*Drama Director, Assistant
- \*Football, Varsity Assistant (6)
- \*Marching Band Associate Director (2)
- \*Track, Head
- \*Wrestling, Assistant (2)

Middle

- \*Athletic Director, Assistant (2)

**SCHEDULE IX**

District

- \*Director of Theatre Arts Program

Senior High

- \*Marching Band Co-Director (2)
- \*Weight Room Supervisor

**SCHEDULE X**

Senior High

- \*Baseball, Head Coach
- \*Soccer, Varsity Boys Head Coach
- \*Soccer, Varsity Girls Head Coach
- \*Softball, Head Coach

**SCHEDULE XI**

Senior High

- \*Wrestling, Head Coach

Freshman

- \*Athletic Director

**SCHEDULE XII**

Senior High

- \*Athletic Director, Assistant
- \*Basketball, Boys, Head Coach
- \*Basketball, Girls, Head Coach
- \*Football, Head Coach

Middle

- Athletic Director, 7<sup>th</sup>/8<sup>th</sup> Grades (2)

**FAIRFIELD CITY SCHOOLS**

**CO-CURRICULAR PLACEMENT SCHEDULE**

*\* Valid Sports Medicine/Pupil Activity Certification is required*

**SCHEDULE V**

Creekside Middle School Choir  
Creekside Middle School Orchestra  
Crossroads Middle School Choir  
Crossroads Middle School Orchestra  
Freshman Orchestra/High School Orchestra/6<sup>th</sup> Grade Orchestra Assistant

**Schedule VI**

Creekside Middle School 6-8 Band  
Crossroads Middle School 6-8 Band  
Crossroads Middle School 7-8 Band/High School Wind Ensemble  
High School/Freshman Band  
High School/Freshman Band/6<sup>th</sup> Grade Band Crossroads

**Schedule X**

Freshman/High School Choir

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

**FAIRFIELD CITY SCHOOLS  
 TUITION REIMBURSEMENT APPLICATION**

Staff Member's Name \_\_\_\_\_ Date: \_\_\_\_\_  
 Building \_\_\_\_\_ Assignment \_\_\_\_\_

Current Degree Held: \_\_\_\_\_ If Masters/above is held, is this course required to renew your license? Yes \_\_\_ No \_\_\_  
 If yes, what is the date your license expires? \_\_\_\_\_

**I. DIRECTIONS FOR APPLYING**

- A. Tuition reimbursement is for coursework taken from September 1 through August 31 at the rate for that given year.
- B. All tuition reimbursement applications must be received by the Assistant Superintendent in advance of the start of the class for approval

**II. COURSEWORK APPLICATION**

<u>Start date of course</u>	<u>Ending date of course</u>	<u>Course #</u>	<u>Name of Course</u>	<u>Name of Univ.</u>	<u># of Hours</u>	<u>Sem. or Qtr.</u>	<u>Total Cost</u>	<i>For Office Use Only</i>

**NOTE:** See Section 7.06 of the FCTA Contract for limitations of semester/quarter hours that can be reimbursed  
 Click here to enter text.

Application Approved: Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
 Assistant Superintendent's or designee's Signature Date

**III. DIRECTIONS FOR FINAL TUITION REIMBURSEMENT (Payment to be made by December 15 of each year.)** Upon completion of the course, return this form by **October 1** to the Personnel Office with appropriate documentation, as listed, and sign below. **Note: See Section 7.06 D of the FCTA contract for additional deadline information.**

1. Copy of an itemized statement from the university, or alternative documentation (including a letter from the university) showing cost for tuition without fees.
2. Copy of the university final grade card or on-line grade posting or an official transcript.

\_\_\_\_\_ I have attached documentation for each of these three required items.

Signature \_\_\_\_\_ Course Completion Date \_\_\_\_\_  
Staff Member

Payment approved for \$ \_\_\_\_\_  
Assistant Superintendent or designee Date

**FAIRFIELD CITY SCHOOLS  
REIMBURSEMENT APPLICATION FOR TESTING  
Per 7.0603 H**

Staff Member's Name \_\_\_\_\_ Date \_\_\_\_\_

Building \_\_\_\_\_ Assignment \_\_\_\_\_

**I. DIRECTIONS FOR APPLYING**

- A. Complete this form and submit it to the Personnel Office in advance of taking the exam(s).
- B. Reimbursement for the cost of the testing is contingent upon successfully passing the exam(s) and providing proof of payment to the Personnel Office.

Date of exam(s) \_\_\_\_\_ Cost of exam(s) \_\_\_\_\_

Application Approved: Yes ____ No ____	
_____ Assistant Superintendent's or designee's signature	_____ date

**II. DIRECTIONS FOR FINAL REIMBURSEMENT**

Upon completion of the exam(s), return this form to the Personnel Office with appropriate documentation as listed and sign below.

- 1. Copy of payment for the exam(s)
- 2. Copy of the document showing successful completion of the exam(s)

\_\_\_\_ I have attached documentation for each of these required items.

\_\_\_\_\_ Test completion date(s) \_\_\_\_\_  
Staff Member's Signature

\*\*\*\*\*

Payment approved for \$ \_\_\_\_\_

\_\_\_\_\_ date \_\_\_\_\_  
Assistant Superintendent or designee

**FAIRFIELD CITY SCHOOL DISTRICT**

**REQUEST FOR PERSONAL BUSINESS LEAVE**

Date request submitted: \_\_\_\_\_

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

School/Assignment: \_\_\_\_\_

Date requested: \_\_\_\_\_ Day of week: \_\_\_\_\_

\_\_\_\_ Full day  
\_\_\_\_ Half day AM  
\_\_\_\_ Half day PM  
\_\_\_\_ .25 day (first quarter of day)  
\_\_\_\_ .25 day (2<sup>nd</sup> quarter of day)  
\_\_\_\_ .25 day (3<sup>rd</sup> quarter of day)  
\_\_\_\_ .25 day (last quarter of day)

Reason if in May or June, or before and/or after holiday:  
\_\_\_\_\_  
\_\_\_\_\_

Date requested: \_\_\_\_\_ Day of week: \_\_\_\_\_

\_\_\_\_ Full day  
\_\_\_\_ Half day AM  
\_\_\_\_ Half day PM  
\_\_\_\_ .25 day (first quarter of day)  
\_\_\_\_ .25 day (2<sup>nd</sup> quarter of day)  
\_\_\_\_ .25 day (3<sup>rd</sup> quarter of day)  
\_\_\_\_ .25 day (last quarter of day)

Reason if in May or June, or before and/or after holiday:  
\_\_\_\_\_  
\_\_\_\_\_

Date requested: \_\_\_\_\_ Day of week: \_\_\_\_\_

\_\_\_\_ Full day  
\_\_\_\_ Half day AM  
\_\_\_\_ Half day PM  
\_\_\_\_ .25 day (first quarter of day)  
\_\_\_\_ .25 day (2<sup>nd</sup> quarter of day)  
\_\_\_\_ .25 day (3<sup>rd</sup> quarter of day)  
\_\_\_\_ .25 day (last quarter of day)

Reason if in May or June, or before and/or after holiday:  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Member's signature

\*\*\*\*\*  
\*\*\*\*

\_\_\_\_ Approved  
\_\_\_\_ Disapproved

\_\_\_\_\_  
Principal's/Supervisor's Signature

.....

Permission granted: \_\_\_\_\_  
Superintendent or designee Date

Permission denied: \_\_\_\_\_  
Superintendent or designee Date

**FAIRFIELD CITY SCHOOL DISTRICT**

**APPLICATION FOR USE OF SICK LEAVE**

EMPLOYEE'S NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

DATE(S) OF ABSENCE \_\_\_\_\_

TOTAL DAYS OF SICK LEAVE REQUESTED \_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_ Personal Illness. Nature of illness \_\_\_\_\_  
(optional)

\_\_\_\_\_ Medical/dental appointments (personal or immediate family) as defined in FCTA Master Contract 9.1303

\_\_\_\_\_ Personal Injury. Nature of injury \_\_\_\_\_  
(optional)

\_\_\_\_\_ Illness or injury in immediate family as defined in FCTA Master Contract 9.1303

\_\_\_\_\_  
(Name) (Relationship)

\_\_\_\_\_ Bereavement leave as defined in FCTA Master Contract 9.1303

Check one of the following boxes:

Good friend

Neighbor

Family member: \_\_\_\_\_  
(Name) (Relationship)

I hereby certify that the above information is correct:

\_\_\_\_\_  
(Employee's Signature)

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

\_\_\_\_\_  
(Principal's or designated Administrator's Signature)

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



Last Name \_\_\_\_\_

P.O. # \_\_\_\_\_

**FAIRFIELD CITY SCHOOL DISTRICT**  
**APPLICATION FOR PAYMENT OF EXPENSE ACCOUNT**

(Within 30 days of seminar)

Expense account for: (Describe where and for what reason trip was made, or other reasons for expenses listed hereon.)

---

---

---

---

Date of Meeting \_\_\_\_\_

**EXPENSES:**

**Transportation/Mileage:** # of miles \_\_\_\_\_ \$ \_\_\_\_\_  
(See school secretary for current IRS rate per mile)

**Meals** (cannot reimburse for tips and alcoholic beverages) \$ \_\_\_\_\_  
\*See Appendix F for meal rate guidelines.

**Lodging** (cannot reimburse for personal phone calls & movies) \$ \_\_\_\_\_

**Registration** (fees not paid by the district) \$ \_\_\_\_\_

**Other** (parking, etc.) \$ \_\_\_\_\_

**Total:** \$ \_\_\_\_\_

**Less Cash Advance:** \$ \_\_\_\_\_

**Amount owed Employee:** \$ \_\_\_\_\_

**Amount due Board:** \$ \_\_\_\_\_

---

---

Expenses must be ITEMIZED as shown. Original transportation, lodging, registration and other receipts must be attached. Lodging receipts must be itemized, listing single rate per night and any other miscellaneous expenses connected with the bill. Meal receipts are required ONLY if employee is applying for up to \$10.00 additional meal allowance. Copies of CANCELED CHECKS will be accepted as a receipt, but copies of original checks before they are canceled or carbons of checks are not accepted as proper proof of payment.

---

---

\_\_\_\_\_  
Employee Signature Date

Approved by:

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



**FAIRFIELD CITY SCHOOL DISTRICT**  
**REQUEST FOR PROFESSIONAL LEAVE OUTSIDE THE DISTRICT**  
**with Expenses Reimbursed**

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

Purpose for Request: \_\_\_\_\_ Date(s) requested: \_\_\_\_\_

Destination : \_\_\_\_\_ Substitute required to fill your position?  Yes  No  
(City, State)

Estimated Expenses:

Driving (IRS rate) \$ \_\_\_\_\_ Monthly Mileage report \_\_\_\_\_

Flight \$ \_\_\_\_\_

\*Meal rate for one-day seminar where lunch is not included with registration is \$8.00. This is not a cash advance item.

Meals\* \$ \_\_\_\_\_

Overnight meal expenses subject to Board Policy #DLCA.

Lodging\*\* \$ \_\_\_\_\_

\*\*Lodging is standard single occupancy rate only.

Registration or fee \$ \_\_\_\_\_

Note: Cash advance forms are available in FCTA Contract for overnight trips only (Appendix F)

Other (parking, etc.) \$ \_\_\_\_\_

**Total:** \$ \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*Submit to Building Principal\*\*\*\*\*

\_\_\_\_ Approved \_\_\_\_\_ Denied Reason denied \_\_\_\_\_

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

\_\_\_\_ Building funding source: \_\_\_\_\_

\_\_\_\_ General funding source: \_\_\_\_\_

\*\*\*\*\*Send form to Curriculum Director\*\*\*\*\*

Curriculum Director's Signature \_\_\_\_\_ Date \_\_\_\_\_

Funding Source:

Expenses must be ITEMIZED as shown. Original transportation, lodging, registration and other receipts must be attached. Lodging receipts must be itemized, listing single rate per night and any other miscellaneous expenses connected with the bill. Meal receipts are required ONLY if employee is applying for up to \$10.00 additional meal allowance. Copies of CANCELED CHECKS will be accepted as a receipt, but copies of original checks before they are canceled or carbons of checks are not accepted as proper proof of payment. **For registration purposes only, the bottom of this form may be completed in lieu of a receipt. APPLICATION FOR REIMBURSEMENT MUST BE MADE WITHIN 30 DAYS OF SEMINAR.**

**Registration Receipt**

Date: \_\_\_\_\_ Organization Name: \_\_\_\_\_ Phone # \_\_\_\_\_

Amount Received: \_\_\_\_\_ Authorized Signature: \_\_\_\_\_

**FAIRFIELD CITY SCHOOL DISTRICT  
REQUEST FOR PROFESSIONAL LEAVE  
With No Expenses Reimbursed**

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

Purpose for request: \_\_\_\_\_

Date(s) requested: \_\_\_\_\_  **In a Fairfield City School building**  
 **Not in a Fairfield City School building**

Is a substitute required to fulfill your duties?  Yes  No  
(If a substitute is required, you are responsible for making those arrangements through the designated process.)

**Employee's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\*\*\*\*\* Submit to Building Principal \*\*\*\*\***  
**\*\*\*\*\***

Approved  Denied Reason denied \_\_\_\_\_

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

**Building** is funding the substitute or modular pay.  
Source: \_\_\_\_\_

Form is to be copied and attached to time sheet, if **out** of district.  
If principal has not identified funding source, send signed form to the Curriculum Department.

**\*\*\*\*\***  
**\*\*\*\*\***

Curriculum Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Funding Source: \_\_\_\_\_

**Note: Signed form will be returned for processing. Copy and attach to the time sheet.**

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION  
MASTER CONTRACT EFFECTIVE JUNE 30, 2017 THROUGH JUNE 29, 2020  
**FAIRFIELD CITY SCHOOL DISTRICT**

**REQUEST FOR DAY(S) WITHOUT PAY (MAXIMUM OF TWO DAYS)**

**Certified Staff**

EMPLOYEE'S NAME \_\_\_\_\_

SCHOOL/ASSIGNMENT \_\_\_\_\_

DATE(S) OF LEAVE WITHOUT PAY REQUESTED \_\_\_\_\_

TOTAL DAYS OF LEAVE WITHOUT PAY REQUESTED \_\_\_\_\_

Please provide the reason(s):

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

Signed

\_\_\_\_\_

Date of Request

\_\_\_\_\_

**NOTE: This form may be used to request a maximum of two (2) days  
without pay.**

\*\*\*\*\*

Recommended \_\_\_\_ Yes \_\_\_\_ No

Principal/Supervisor \_\_\_\_\_

Assistant Superintendent or designee \_\_\_\_\_

Permission granted \_\_\_\_ Date \_\_\_\_\_ Permission denied \_\_\_\_ Date \_\_\_\_\_

**FAIRFIELD CITY SCHOOL DISTRICT**

**REQUEST FOR ASSOCIATION LEAVE**

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

TO: Assistant Superintendent or designee

CC: Building Principal or Supervisor

I hereby request \_\_\_\_\_

- \_\_\_\_\_ full day
- \_\_\_\_\_ half day AM
- \_\_\_\_\_ half day mid-day
- \_\_\_\_\_ half day PM

a day for Association business for the following bargaining unit members:

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

FCTA President's Signature \_\_\_\_\_

**FAIRFIELD CITY SCHOOL DISTRICT**

**REQUEST FOR NEGOTIATION DAY(S)**

\_\_\_\_\_ Date

TO: Assistant Superintendent

CC: Building Principal or Supervisor

I hereby request \_\_\_\_\_

- \_\_\_\_\_ full day
- \_\_\_\_\_ half day AM
- \_\_\_\_\_ half day mid-day
- \_\_\_\_\_ half day PM

as a day for formal negotiations with the Board of Education for the following bargaining team members:

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

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

FCTA President's Signature \_\_\_\_\_

NOTE: Approved negotiation days are not charged against the member or the Association.

**FAIRFIELD CITY SCHOOLS**  
**Fairfield, Ohio**  
**GRIEVANCE REPORT**

No. \_\_\_\_\_

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

Last, First Name of Grievant: \_\_\_\_\_

Building & Assignment: \_\_\_\_\_

\*\*\*\*\*

**G R I E V A N C E :**

1. Article and/or Sections Grievied: \_\_\_\_\_

2. Date of Incident: \_\_\_\_\_

\*3. Brief Summary of Grievance:

4. Relief

\*\*\*\*\*

**LEVEL II:**

\_\_\_\_\_  
Signature of Grievant

\_\_\_\_\_  
Date submitted

\*Disposition:

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\*Additional pages may be attached, if required.

FAIRFIELD CITY SCHOOLS  
Fairfield, Ohio  
GRIEVANCE REPORT - Page 2.

\*\*\*\*\*

**LEVEL III:**

Signature of Grievant: \_\_\_\_\_

Level III Hearing Date: \_\_\_\_\_ Date Forwarded to Level III: \_\_\_\_\_

Signature of FCTA Chair: \_\_\_\_\_

Date Received by Superintendent: \_\_\_\_\_

\*Disposition:

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\*\*\*\*\*

**LEVEL IV:**

Signature of Grievant: \_\_\_\_\_

Level IV Hearing Date: \_\_\_\_\_ Date Forwarded to Level IV: \_\_\_\_\_

Signature of FCTA Chair: \_\_\_\_\_

Date Received by Arbitrator: \_\_\_\_\_

\*Disposition:

\_\_\_\_\_  
Signature of Arbitrator

\_\_\_\_\_  
Date

\*Additional pages may be attached, if required.

**Self-Assessment Summary Tool** Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

**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 mar in the far-right column.

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



Approved 5/18/12

Revised 7/15/2013

Appendix K

**Professional Growth Plan**

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

Self-Directed

Collaborative

Educator: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

<p style="text-align: center;"><b>Annual Focus</b></p> <p>These are addressed by the evaluator as appropriate for this educator</p>	<p style="text-align: center;"><b>Date</b></p> <p>Record dates when discussed</p>	<p style="text-align: center;"><b>Areas for Professional Growth supports needed, resources, professional development</b></p> <p>Comments during conference with educator and evaluator are made appropriate to the needs of the educator.</p>
<p><b>Goal 1: Student Achievement/Outcomes for Students</b>  <i>Goal Statement:</i> <a href="#">Click here to enter text.</a>   <i>Action Steps:</i> <a href="#">Click here to enter text.</a></p>	<p><a href="#">Click here to enter text.</a></p>	<p><a href="#">Click here to enter text.</a></p>
<p><b>Goal 2: Educator Performance on the Ohio Standards for the Teaching Profession</b>  <i>Goal Statement:</i> <a href="#">Click here to enter text.</a>   <i>Action Steps:</i> <a href="#">Click here to enter text.</a></p>	<p><a href="#">Click here to enter text.</a></p>	<p><a href="#">Click here to enter text.</a></p>

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

Educator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

FAIRFIELD CITY SCHOOL DISTRICT  
EVALUATION SIGNATURE PAGE

<b>Member:</b> Click here to enter text.	<b>Assignment:</b> Click here to enter text.
<b>Evaluator and title:</b> Click here to enter text.	<b>School/Office:</b> Click here to enter text.
<b>School Year:</b> Click here to enter text.	
<b>Dates and times of observations:</b> Click here to enter text.	

Goal-Setting Meeting

\_\_\_\_\_ Date

\_\_\_\_\_ \*

\_\_\_\_\_ Evaluator \_\_\_\_\_ Evaluatee

Pre-conference Observation 1

\_\_\_\_\_ Date

\_\_\_\_\_ \*

\_\_\_\_\_ Evaluator \_\_\_\_\_ Evaluatee

Post-conference Observation 1/Goal Checkpoint Meeting

\_\_\_\_\_ Date

\_\_\_\_\_ \*

\_\_\_\_\_ Evaluator \_\_\_\_\_ Evaluatee

Cumulative Performance Rating \_\_\_\_\_

Pre-conference Observation 2 (if applicable)

\_\_\_\_\_ Date

\_\_\_\_\_ \*

\_\_\_\_\_ Evaluator \_\_\_\_\_ Evaluatee

Post-conference Observation 2/Goal Checkpoint Meeting

\_\_\_\_\_ Date

\_\_\_\_\_ \*

\_\_\_\_\_ Evaluator \_\_\_\_\_ Evaluatee

Cumulative Performance Rating \_\_\_\_\_

~~~~~  
**Pre-conference Observation 3 (if applicable)**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\*

\_\_\_\_\_  
Evaluatee

~~~~~  
**Post-conference Observation 3/Goal Checkpoint Meeting (if applicable)**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\*

\_\_\_\_\_  
Evaluatee

**Cumulative Performance Rating** \_\_\_\_\_

~~~~~  
**Evaluation Conference**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\*

\_\_\_\_\_  
Evaluatee

**Final Summative (Overall) Rating** \_\_\_\_\_  
~~~~~

\*Signatures indicate that the meeting has been held. Evaluatee's signature does not necessarily indicate agreement.

Name: [Click here to enter text.](#)

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

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b> (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The teacher’s lesson does not build on or connect to students’ prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher makes an attempt to connect the lesson to students’ prior knowledge, to previous lessons or future learning but is not completely successful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher makes clear and coherent connections with students’ prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner’s prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<p><b>KNOWLEDGE OF STUDENTS</b> (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of Student Data Pre-Conference</p>	<p>The teacher demonstrates a lack of familiarity with students’ backgrounds and has made no attempts to find this information.</p> <p>The teacher’s plan for instruction does not demonstrate an understanding of students’ development, preferred learning styles, and/or student backgrounds/prior experiences.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher demonstrates some familiarity with students’ background knowledge and experiences and describes one procedure used to obtain this information.</p> <p>The teacher’s instructional plan draws upon a partial analysis of students’ development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher demonstrates familiarity with students’ background knowledge and experiences and describes multiple procedures used to obtain this information.</p> <p>The teacher’s instructional plan draws upon an accurate analysis of the students’ development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The teacher demonstrates an understanding of the purpose and value of learning about students’ background experiences, demonstrates familiarity with each student’s background knowledge and experiences, and describes multiple procedures used to obtain this information.</p> <p>The teacher’s analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans.</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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

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



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

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

**Final Summative Rating of Teacher Effectiveness**

<b>Proficiency on Standards 50%</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>	
<b>Cumulative Performance Rating (Holistic Rating using Performance Rubric)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Areas of reinforcement/refinement:</i> <a href="#">Click here to enter text.</a>					
<b>Student Growth Data 50%</b>	<b>Least Effective</b>	<b>Approaching Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Most Effective</b>
<b>Student Growth Measure Effectiveness</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Areas of reinforcement/refinement:</i> <a href="#">Click here to enter text.</a>					
<b>Final Summative (Overall Rating)</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Check here if Improvement Plan has been recommended.

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

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

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

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

**Improvement Plan**

Evaluatee Name: [Click here to enter text.](#)      Grade Level, Subject, or Title: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)      Building: [Click here to enter text.](#)      Date of Improvement Plan Conference: [Click here to enter text.](#)

Written improvement plans are to be developed in the circumstances when an educator receives a final summative rating of ineffective on an evaluation or when an evaluator otherwise deems it necessary in order to address deficiencies. 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
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

**Section 2: Desired level of Performance** – List specific measureable 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)
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Member

\_\_\_\_\_  
Date

**Improvement Plan: Evaluation of Plan**

Evaluatee Name: [Click here to enter text.](#)

Grade Level, Subject, or Title: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)

Building: [Click here to enter text.](#)

Date of Evaluation: [Click here to enter text.](#)

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: [Click here to enter text.](#)
- Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.  
[Click here to enter text.](#)

*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.*

Evaluatee’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.*

\*Teachers: 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 5 or more years of experience – are expected to meet the Skilled level or above.

## **Fairfield City School District Student Growth Measure Error Form**

Member's Name: [Click here to enter text.](#)

Building: [Click here to enter text.](#)

Date Submitted: [Click here to enter text.](#)

Description of Possible Data Error:

- SLO Error
- Value Added Error
- Vendor Assessment Error

[Click here to enter text.](#)

- Upon completion of the above information, member needs to submit this form to his/her evaluator. The evaluator will schedule a meeting with the member to discuss the situation.

Meeting with administrator to discuss situation occurred on \_\_\_\_\_.

Agreement of substantive error       Yes       No

\_\_\_\_\_  
Signature of Member\*

\_\_\_\_\_  
Signature of Administrator\*

\* Signatures are only to indicate that a meeting has been held to discuss the situation.

Administrator's Notes

Steps Taken to Correct the Data     Reason(s) Substantive Error Not Found

Click here to enter text.

\_\_\_\_\_

Signature of Administrator

\_\_\_\_\_

Date

Member's Comments

Click here to enter text.

\_\_\_\_\_

Signature of Member

\_\_\_\_\_

Date

Attach this form to the final evaluation documentation.

### Athletic Trainer Evaluation Rubric

**Name:** [Click here to enter text.](#)

The *Athletic Trainer Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the athletic trainer. 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, athletic trainers 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).

DIRECT SERVICES				
	Ineffective	Developing	Skilled	Accomplished
<p><b>Establishes Clear, Identified Student Needs</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The athletic trainer does not demonstrate a clear focus for student needs. Needs assessments are inappropriate for the student athletes.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer communicates a focus for student needs, develops objectives that are appropriate for students athletes</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer demonstrates a focus for student needs, with appropriate objectives that include measurable goal(s) for student athletes to complete before resuming activities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer establishes challenging goal(s) for student athletes needs. These measurable goals will allow for continuation of activities while providing a better understanding of the issues that face each student athlete under his/her care.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>



**DIRECT SERVICES**

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Student assessment, treatment, and prevention</b></p> <p><i>Sources of Evidence:</i> Pre-Conference Observation</p>	<p>The athletic trainer does not accurately assess the student athletes' condition.</p> <p>The athletic trainer has little knowledge of procedure for assessing student condition</p> <p>The athletic trainer has no plan developed to prevent injury to student athletes, adequate knowledge on the assessment and treatment or prevention of injury, and does little to provide necessary rehabilitation for the student athlete.</p> <p>The athletic trainer does not have a plan for the assessment of student athlete that promotes the general health, safety, and welfare of the student athlete.</p> <p align="center">□</p>	<p>The athletic trainer can explain the condition, but does not perform the needed tests/assessments produce an accurate diagnosis of condition.</p> <p>The athletic trainer uses more than one measure of student performance but does not appropriately vary assessment approaches, or the athletic trainer may have difficulty analyzing data to effectively inform instructional planning and delivery.</p> <p>The athletic trainer has developed a plan in place to help students with injury prevention. Has adequate knowledge of treatment of injury, but is inconsistent with prescribing the treatment that best suites the individual needs of the student athlete. The athletic trainer's rehabilitation techniques provide minimal opportunity for return to play at the level of the athlete before the injury.</p> <p>The athletic trainer has developed a plan to promote the general health, safety, and welfare of the student athlete, but is inconsistent with the enforcement of this plan.</p> <p align="center">□</p>	<p>The athletic trainer demonstrates an understanding the necessary test/assessments to evaluate a student athlete's condition and can accurately diagnose the student athlete condition.</p> <p>The athletic trainer employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.</p> <p>The athletic trainer has a concise plan that will help with injury prevention of all student athletes. Shows knowledge of what is necessary to treat and assess any injury that may occur to a student athlete, and the prescribed rehabilitation for the student athlete to return to play is consistent with the time span that is normal for said injury.</p> <p>The athletic trainer has in place a plan that promotes the general health, safety, and welfare of the student athlete. The athletic trainer consistently enforces the plan and makes adjustments as needed.</p> <p align="center">□</p>	<p>The athletic trainer uses prior knowledge and experience of both the athlete and the condition that provides immediate resolution to the problem and allows for a plan of action that is both understood by athlete and parent.</p> <p>Student learning needs are accurately identified through an analysis of student data; the athletic trainer uses assessment data to identify student strengths and areas for student growth.</p> <p>The athletic trainer has developed a plan, with input from colleagues and other health care providers that is proactive in the area of injury prevention and is a major component of each sports daily regime. The athletic trainer uses continuing education to keep up to date with better and more efficient ways of assessing and treating injuries to student athletes. The rehabilitation techniques follow the current practices as developed by OTPTAT board of Ohio.</p> <p>The athletic trainer has purposefully created, implemented, and promoted a plan for the general health, safety, and welfare of the student athlete. This plan is consistently enforced and followed by both athletic trainer and student athlete.</p> <p align="center">□</p>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

DIRECT SERVICES				
	Ineffective	Developing	Skilled	Accomplished
<b>Maintains appropriate two-way lines of communication with the student athlete and familiar with the age level characteristics of the student athlete</b> <i>Sources Evidence:</i> Pre-Conference	The athletic trainer does not maintain open two way communication with student athlete or family. Athletic trainer also fails to exhibit an understanding of the characteristics of the age appropriate student athlete.  <input type="checkbox"/>	The athletic trainer has open two way communication with student athlete and family. Though the communication is not always clear and concise. This leads to a misunderstanding between the Athletic trainer and student athlete.  <input type="checkbox"/>	The athletic trainer demonstrates a focus on open two-way communication with both student athlete and family. This communication is both clear and concise. Athletic trainer also shows a clear understanding of the characteristics of the age appropriate student athlete.  <input type="checkbox"/>	The athletic trainer establishes lines of communication that allows both student athlete and family to freely discuss potential issues. Policies and procedures are already developed and enforced that reflect a deep understanding of the needs and characteristics for the age appropriate athlete.  <input type="checkbox"/>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
INDIRECT SERVICES				
	Ineffective	Developing	Skilled	Accomplished
<b>Establishes a school climate in which students can develop a sense of belonging by setting the rules and tone for student athletes</b>  <i>Sources of Evidence:</i> Pre-Conference Observation	The athletic trainer does not build on or connect to students' sense of belonging. The athletic trainer may set rules for the student athlete that is not easily understood.  <input type="checkbox"/>	The athletic trainer makes an attempt to help the student athlete connect to others and develop a sense of belonging. The rules and tone for this are set, but are not consistently enforced.  <input type="checkbox"/>	The athletic trainer makes clear and coherent connections with the student athlete. Has fostered a sense of belonging for the student athletes and has created rules that help set the tone for all student athletes.  <input type="checkbox"/>	The athletic trainer uses the input and contributions of families, colleagues, and other professionals to create a sense of belonging for all student athletes. All rules were created with the feelings of the student athlete first and enforced with a tone that exhibits this belief.  <input type="checkbox"/>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Maintains consistent lines of communication with administration</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The athletic trainer fails to maintain a consistent line of communication to administrators regarding potential problems or any other issues that may arise.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer makes an attempt to maintain a line of communication, with full disclosure, to the athletic director and other administrators making them aware of existing and/or potential problems. Though this communication is not consistent and lacks the appropriate discloser.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer maintains a line of communication with full disclosure to the athletic director and other administrators making them aware of existing and/or potential problems.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer creates an environment that allows for potential problems to be taken care of in advance of occurrence. District administrators and Athletic Director have a direct line of communication with the athletic trainer, who has created a plan of action to address any existing or potential problems.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<p><b>The athletic Director(s) and /or staff leaders are aware of any and all administrative processes that pertain to athletic training.</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The athletic trainer does not have a plan for making the athletic director or staff leaders aware of any administrative processes used in the athletic training department.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer has developed a plan that makes the athletic director and/or staff leaders aware of the administrative processes of the athletic training department. This plan is not followed with any consistency and leaves many areas out of any discussion.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer has developed a plan that makes the athletic director and/or staff leaders aware of all administrative processes that are a part of the athletic training department.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer has developed a plan, with input from the athletic director and/or staff leaders that details the administrative processes that will be used in the athletic training department.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<p><b>Is sensitive and clearly communicates the need for staff to be sensitive to the athletes' needs.</b></p> <p><i>Sources of Evidence:</i> Pre-Conference Observation</p>	<p>The Athletic Trainer does not communicate clearly for the staff to be sensitive to the needs of the student athlete, nor does the athletic trainer communicate with staff in a sensitive manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer attempts to be sensitive and to clearly communicate the need for all staff to be sensitive to the needs of the student athlete.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer is sensitive and clearly communicates the need for all staff to be sensitive to the needs of student athlete.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer has developed a reporting style that allows for the needs of the student athlete to be clearly and sensitively communicated to all staff. This style has been developed with input and feedback from all staff associated with the student athlete.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

	Ineffective	Developing	Skilled	Accomplished
<p><b>Understanding and presenting of educational programs as it pertains to both staff and student.</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	The athletic trainer provides no opportunities for educational programs, ie...CPR, pupil activity, nutrition, and understanding of effects of drugs and alcohol to neither staff nor student.	The athletic trainer has a plan, but only provides the minimal needs to the staff and student as it pertains to educational programs like CPR, pupil activity, nutrition, and understanding of effects of drugs and alcohol.	The athletic trainer has developed a plan that provides educational programs to both staff and students. This is a proactive plan that incorporates programs like CPR, pupil activity, nutrition, and understanding of effects of drugs and alcohol into the everyday discussions of both coaching staff and student athlete.	The athletic trainer, with input from parents, staff, administration, and student athletes, has created a plan that provides educational programs like CPR, pupil activity, nutrition, and understanding of effects of drugs and alcohol. These programs designed to educate both parties and provide topics for discussions that will lead to a better understanding of the issues that can affect the student athlete.
<b>Evidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
PROFESSIONALISM				
	Ineffective	Developing	Skilled	Accomplished
<p><b>Supports school community, organization and student activities. (Boosters, PTC, etc....)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	The athletic trainer has no contact nor does the athletic trainer support the school community or organizations. The athletic trainer does not participate in any student activities such as boosters, PTC, etc...	The athletic trainer has limited contact or participation with the school community or organizations. The athletic trainer does little to promote student activities such as boosters club, PTC, etc...	The athletic trainer works with the school community and participates with organizations within the school and community. The athletic trainer also is a participant in school activities such as boosters club, PTC, etc....	The athletic trainer has a plan created with the school community and organizations that determines how best to utilize the athletic trainer. The athletic trainer is also a major participant in student activities and plays an active role with the boosters club, PTC, etc....
<b>Evidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<p><b>Fully involves the athletic Director(s) and /or staff leaders in the planning, process, and operation of the school pertaining to training, treating, and reconditioning student athletes</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	The athletic trainer does not involve the athletic director or any other staff in the planning, process, and operations of the school as it pertains to the training, treating and reconditioning of student athletes.	The athletic trainer makes an attempt to involve the athletic director or any other staff in the developing of the planning, process, and operations of the school as it pertains to the training, treating, and reconditioning of student athletes.	The athletic trainer fully involves the athletic director and all other staff leaders in the planning, process, and operations of the school pertaining to training, treating, and reconditioning of student athletes.	The athletic trainer works together with the athletic director and other staff leaders in the planning, process, and operations of the school as it pertains to training, treating, and reconditioning of student athletes. Creating a program that is beneficial to both sides and has the overall interest of the student athlete as its main idea.
<b>Evidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

	Ineffective	Developing	Skilled	Accomplished
<b>Builds trust and respect with individual student athletes', coaches, parent(s), and medical practitioner as applicable</b> <i>Sources of Evidence:</i> Pre-Conference	The athletic trainer does little to build trust or create a respectful environment with individual student athletes, coaches, parents, and where applicable medical practitioners.   <input type="checkbox"/>	The athletic trainer makes an attempt to build trust and create a respectful environment with student athletes, coaches, parents and medical practitioners but does little to build upon any successful instances.   <input type="checkbox"/>	The athletic trainer has created an environment where there is trust and respect with regards to the student athlete, coaches, parents, and medical practitioners.   <input type="checkbox"/>	The athletic trainer continues work at building trust and respect with individual student athletes, coaches, parents and medical practitioners. Conducting discussions with all groups to find best practices that will continue to build upon the current work that has been accomplished.   <input type="checkbox"/>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
<b>Takes on new responsibilities and promotes self-growth</b> <i>Sources of Evidence:</i> Pre-Conference	The athletic trainer makes no attempt to take on new responsibilities, nor find ways to promote self-growth.   <input type="checkbox"/>	The athletic trainer takes advantage of new responsibilities and opportunities for self-growth, but there is little evidence of these in the everyday practice of the athletic trainer.   <input type="checkbox"/>	The athletic trainer takes on new responsibilities and promotes self-growth. This is evident in the everyday practice of the athletic trainer.   <input type="checkbox"/>	The athletic trainer is able to find new ways to expand their responsibilities. The athletic trainer takes full responsibility for their self-growth by seeking out the appropriate workshops, classes, and/or in-services. These works are present in the everyday working environment of the athletic trainer and evident in the interactions with the student athlete.   <input type="checkbox"/>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
<b>Understands and implements Board policy and administrative procedures</b> <i>Sources of Evidence:</i> Pre-Conference	The athletic trainer has little knowledge of board policy. The athletic trainer does not enforce administrative procedures.   <input type="checkbox"/>	The athletic trainer has knowledge of board policy and administrative procedures, but it is not evident in the everyday practice of the athletic trainer. This leads to issues for the athletic training dept.   <input type="checkbox"/>	The athletic trainer has full understanding of the board's policy as it applies to the athletic training department and implements these policies on an everyday basis. The athletic trainer also follows all administrative procedures correctly and ensure that all members of the athletic trainer's department.   <input type="checkbox"/>	The athletic trainer takes full responsibility for understanding and implements all board policies that affect the athletic trainers department. The athletic trainer applies the administrative policies of the district and is effective at establishing, with the help of the administration, any new policies and/or procedures needed to improve the athletic trainer's department.   <input type="checkbox"/>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

	Ineffective	Developing	Skilled	Accomplished
<p><b>Assures that all reports are accurate and available if need be.</b> Sources of Evidence: Pre-Conference</p>	<p>The athletic trainer has reports but the reports are not up to date nor are they accurate. The athletic trainer has difficulty finding student athlete reports upon requests.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer has reports for all student athletes, but the accuracy of the reports are substandard and need to be improved for the benefit of the student athlete. The reports are available and easily found when asked.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer keeps accurate reports on all student athletes and these reports are easily found by the athletic trainer and allows for the student athletes performance to be tracked easily.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer has complete and accurate records that are kept in an accessible area.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
<p><b>Goals</b> Sources of Evidence: Pre-Conference</p>	<p>The athletic trainer fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer sets data-based short- and long-term professional goals and takes action to meet these goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The athletic trainer sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

**APPENDIX K-9**

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**Instructional Specialist / Coach Evaluation Rubric**

**Name:** [Click here to enter text.](#)

The *Instructional Specialist / Coach Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the Instructional Specialist / Coach. 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 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, instructional specialists / coaches 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)

EDUCATIONAL LEADERSHIP					
		Ineffective	Developing	Skilled	Accomplished
EDUCATIONAL LEADERSHIP	<b>LEADERSHIP</b>	The Instructional Specialist/Coach does not: establish clear expectations; maintain adequate contact with staff; assume initiative in identifying and solving problems; involve appropriate persons in decision-making process while maintaining responsibility for final decision.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: establish clear expectations; maintain adequate contact with staff; assume initiative in identifying and solving problems; involve appropriate persons in decision-making process while maintaining responsibility for final decision.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: establishing clear expectations; maintaining adequate contact with staff; assuming initiative in identifying and solving problems; involving appropriate persons in decision-making process while maintaining responsibility for final decision.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: establishes clear expectations; maintains adequate contact with staff; assumes initiative in identifying and solving problems; involves appropriate persons in decision-making process while maintaining responsibility for final decision.  <input type="checkbox"/>
	<b>EVIDENCE</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
	<b>ABILITY TO MAINTAIN AN EDUCATIONAL CLIMATE</b>	The Instructional Specialist/Coach does not: recognize the achievements of students and faculty; provide quality professional development opportunities for teachers and administrators; promote curriculum and instructional strategies that reflect research- based educational practices; contribute to in-service activities.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: recognize the achievements of students and faculty; provide quality professional development opportunities for teachers and administrators; promote curriculum and instructional strategies that reflect research- based educational practices; contributes to in-service activities.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: recognizing the achievements of students and faculty; providing quality professional development opportunities for teachers and administrators; promoting curriculum and instructional strategies that reflect research- based educational practices; positively contributes to in-service activities.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: recognizes the achievements of students and faculty; provides quality professional development opportunities for teachers and administrators; promotes curriculum and instructional strategies that reflect research- based educational practices; positively contributes to in-service activities.  <input type="checkbox"/>
<b>EVIDENCE</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	



EDUCATIONAL LEADERSHIP				
	Ineffective	Developing	Skilled	Accomplished
<b>DATA-BASED DECISION MAKING</b>	The Instructional Specialist/Coach does not: utilize data, as appropriate, to make decisions affecting students, staff, programs, etc.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: utilize data, as appropriate, to make decisions affecting students, staff, programs, etc.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: utilizing data, as appropriate, to make decisions affecting students, staff, programs, etc.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: utilizes data, as appropriate, to make decisions affecting students, staff, programs, etc.; helps others to understand, interpret, and utilize data effectively.  <input type="checkbox"/>
<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>RESOURCEFULNESS</b>	The Instructional Specialist/Coach does not: demonstrate imagination in problem solving; exhibit alertness and ingenuity; show flexibility; operates appropriately in gray areas.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: problem solve; exhibit alertness; show flexibility; operate appropriately in gray areas.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: problem solving; exhibiting alertness and ingenuity; showing flexibility; operating appropriately in gray areas.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: demonstrates imagination in problem solving while looking at various viewpoints; examines and evaluates multiple solutions, exhibits alertness and ingenuity; shows flexibility; operates knowledgeably and appropriately in gray areas.  <input type="checkbox"/>
<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>TEAM DEVELOPMENT</b>	The Instructional Specialist/Coach does not: involve others in decisions affecting them when appropriate; participate actively in team interactions; express opinions openly and respectfully; assume responsibilities; support decisions of team and of superiors; implement and interpret board policies and procedures.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: involve others in decision making; participate in team interactions; express opinions openly; assume responsibilities; support decisions of superiors; implement board policies and procedures.  <input type="checkbox"/>	The Instructional Specialist/Coach exhibits competence in: involving others in decisions affecting them when appropriate; participating actively in team interactions; expressing opinions, clearly, openly, and respectfully; assuming responsibilities; supporting decisions of team and of superiors; implementing and interpreting board policies and procedures.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: involves others in decisions affecting them when appropriate; participates actively and appropriately in team interactions; builds consensus when appropriate; expresses opinions clearly, openly, and respectfully; assumes responsibilities to facilitate the efficiency of the team; supports decisions of team and of superiors; implements with fidelity and correctly interprets board policies and procedures.  <input type="checkbox"/>
<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

MANAGEMENT					
		Ineffective	Developing	Skilled	Accomplished
<b>MANAGEMENT</b>	<b>ORGANIZATION</b>	The Instructional Specialist/Coach does not: plan, organize and follow-through; make decisions that are well-timed and based on adequate, reliable information; facilitate change; maintain control; respond to individuals and situations appropriately; prepare meeting spaces.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: plan and organize; make decisions; facilitate change; maintain control; respond to individuals and situations; prepare meeting spaces.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: planning, organizing and following-through; making decisions that are well-timed and based on adequate, reliable information; facilitating change; maintaining control; responding to individuals and situations appropriately; preparing meeting spaces.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: plans, organizes and follows-through; makes sound decisions that are well-timed and based on adequate, reliable information; facilitates change in the midst of obstacles; maintains self and group control in difficult situations; responds to individuals and situations appropriately and in a timely manner; prepares meeting spaces and returns them to the original setup after the meeting concludes.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>OUTSIDE SOURCES</b>	The Instructional Specialist/Coach does not: communicate with vendors, educational service centers/organizations, presenters, etc.; attend meetings outside of the Offices of Curriculum and Instruction or the district representing Fairfield.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: communicate with vendors, educational service centers/organizations, presenters, etc. when prompted; attend meetings outside of the Offices of Curriculum and Instruction or the district representing Fairfield.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: communicating with vendors, educational service centers/organizations, presenters, etc.; attending meetings outside of the Offices of Curriculum and Instruction or the district representing Fairfield.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: communicates with vendors, educational service centers/organizations, presenters, etc. independently when appropriate; willingly attends meetings outside of the Offices of Curriculum and Instruction or the district representing Fairfield.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>HUMAN RESOURCES (CLASSIFIED PERSONNEL)</b>	The Instructional Specialist/Coach does not: make efficient use of classified personnel.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: make efficient use of classified personnel.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: making efficient use of classified personnel.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: makes use of classified personnel.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

MANAGEMENT				
	Ineffective	Developing	Skilled	Accomplished
	<p><b>FINANCES</b></p> <p>The Instructional Specialist/Coach does not: allocate resources effectively; carefully manage fiscal affairs; manage grant monies and reporting appropriately.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The Instructional Specialist/Coach is beginning to: allocate resources effectively; carefully manage fiscal affairs; manage grant monies and reporting appropriately.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The Instructional Specialist/Coach is competent in: allocating resources effectively; carefully managing fiscal affairs; managing grant monies and reporting appropriately; involving others in the decision making process.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The Instructional Specialist/Coach effectively: allocates resources effectively; carefully manages fiscal affairs; manages grant monies and reporting appropriately; involves others in the decision making process.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.

PROFESSIONALISM					
	Ineffective	Developing	Skilled	Accomplished	
<b>PROFESSIONALISM</b>	<b>RAPPORT</b>	The Instructional Specialist/Coach does not: build and maintain healthy relationships with staff; show concern for welfare of individuals; promote professional growth activities; respect individual differences; earn staff respect.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: build and maintain healthy relationships with staff; show concern for welfare of individuals; promote professional growth activities; respect individual differences; earn staff respect, but is not completely successful.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent with: maintaining healthy relationships with staff; showing concern for welfare of individuals; promoting professional growth activities; respecting individual differences; earning staff respect.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively demonstrates an understanding of: the purpose and value of building and maintaining healthy relationships with staff; showing concern for the welfare of individuals; promoting professional growth activities; respecting individual differences; earning staff respect.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>COMMUNICATION</b>	The Instructional Specialist/Coach does not: speak effectively; write well; listen actively; promote effective communication internally or externally.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: speak effectively; write well; listen actively; promote effective communication internally or externally.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent in: speaking effectively; writing well; listening actively; promoting effective communication internally and externally.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: speaks; writes well; listens actively; promotes effective communication internally and externally.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>PERSONAL GROWTH</b>	The Instructional Specialist/Coach does not: keep current with educational research and literature; demonstrate the ability to accurately self-assess performance; set appropriate goals; participate in professional activities to improve performance.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: seek out current educational research and literature; along with evaluator, identify areas of strength and areas for improvement; set appropriate growth goals.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent with: current educational research and literature; demonstrates an ability to self-assess performance; sets data-based short and long term goals; participates in professional activities to meet these goals.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: seeks out current educational research and literature; regularly sets and monitors (using multiple means of assessment) short and long term goals to improve performance; seeks out professional activities to meet personal goals; leads/initiates professional activities to improve performance of others.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

PROFESSIONALISM					
	Ineffective	Developing	Skilled	Accomplished	
	<b>DEVOTION OF TIME, SKILL, LABOR, AND ATTENTION TO PERFORMANCE OF DUTIES</b>	The Instructional Specialist/Coach does not: devote an appropriate amount of time, skill, labor, and attention to the performance of duties per employment contract; understand and follow regulations, policies and agreements.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: devote an appropriate amount of time, skill, labor, and attention to the performance of duties per employment contract; understand and follow regulations, policies and agreements.  <input type="checkbox"/>	The Instructional Specialist/Coach is competent with: devoting the necessary time, skill, labor, and attention to the performance of duties per employment contract; has a clear understanding and of and follows regulations, policies, and agreements.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: devotes additional time, skill, labor, and attention to the performance of their own duties as well as the duties of the team; follows regulations, policies, and agreements.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>DISTRICT OUTLOOK AND PERSPECTIVE</b>	The Instructional Specialist/Coach does not: become involved in district-level efforts and committees; attend events within the district; exhibit awareness of an appropriate response to community composition and concerns.  <input type="checkbox"/>	The Instructional Specialist/Coach is beginning to: be involved in district-level efforts and committees; attend events within the district; exhibit awareness of an appropriate response to community composition and concerns.  <input type="checkbox"/>	The Instructional Specialist/Coach: is competent with: involvement in district-level efforts and committees; attending events within the district; exhibiting awareness of an appropriate response to community composition and concerns.  <input type="checkbox"/>	The Instructional Specialist/Coach effectively: is involved in district-level efforts and committees; attends events within the district; frequently exhibits awareness of an appropriate response to community composition and concerns.  <input type="checkbox"/>
	<b>EVIDENCE</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

NAME: [Click here to enter text.](#)

### Occupational/Physical Therapist Performance Evaluation Rubric

The *Occupational/Physical Therapist Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the Occupational/Physical Therapist. 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, Occupational/Physical Therapists 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	<p><b>FOCUS FOR LEARNING (Standard 4: Instruction)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The OT/PT does not have a clear focus for student learning or the objective is too general to guide therapy.</p> <p>The OT/PT is unable to explain the objective for the therapy session or it is inappropriate for the student(s).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT clearly communicates a focus for the therapy session that is appropriate.</p> <p>The OT/PT understands the objectives for the therapy session and attempts to explain its use as being appropriate for the student(s).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT develops a measurable objective(s) for the therapy session that aligns with the IEP goals and best practices.</p> <p>The OT/PT can explain the importance of the objective for the therapy session and its appropriateness for the student(s).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT establishes challenging and measurable objective(s) for the therapy session that align with IEP goals and best practices. Objectives reflect a range of student learner needs.</p> <p>The OT/PT can explain how the objective(s) for the therapy session fit(s) into the broader learning and skills.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
<p style="text-align: center;"><b>ASSESSMENT DATA</b> <b>(Standard 3: Assessment)</b></p> <p style="text-align: center;"><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The OT/PT has little familiarity with or may not be able to explain the tools, strategies and procedures that are used to determine eligibility for services.</p>	<p>The OT/PT demonstrates a basic understanding of the tools, strategies and procedures that are utilized to determine eligibility for services.</p>	<p>The OT/PT has a strong understanding of the characteristics, uses and limitations of various tools, strategies and procedures. The OT/PT is aware of nondiscriminatory and culturally appropriate practices.</p>	<p>The OT/PT purposely analyzes and selects tools, strategies and procedures that are most current and evidence-based and are related to the population(s) served, severity of the disability, and are nondiscriminatory and culturally sensitive.</p>
	<p>The OT/PT does not administer standardized assessments as outlined in testing protocols.</p>	<p>The OT/PT administers standardized assessments as outlined in testing protocols.</p>	<p>The OT/PT consistently and accurately administers standardized assessments according to established test protocols. The OT/PT may supplement standardized assessments with:</p> <ul style="list-style-type: none"> <li>- Classroom observations;</li> <li>- Teacher or parent interviews; or</li> <li>- Curriculum/Criterion based assessments.</li> </ul>	<p>The OT/PT administers standardized assessments adhering to all testing protocols. The OT/PT may in some cases adapt standardized test procedures/protocols, as permissible, to reflect student needs (e.g. student with autism may need to have assessment administered in “chunks” of time). The OT/PT supplements standardized assessments with:</p> <ul style="list-style-type: none"> <li>- Classroom observations;</li> <li>- Authentic tasks;</li> <li>- Curriculum/Criterion based assessments;</li> <li>- Educationally relevant measures that are aligned with the academic standards of the setting; and</li> <li>- Gathers information to create a therapy history.</li> </ul>
	<p>The OT/PT may score tests inaccurately and/or draw inaccurate conclusions from assessments administered.</p>	<p>The OT/PT accurately scores most assessments and draws appropriate conclusions from assessments administered.</p>	<p>The OT/PT accurately scores all standardized assessments according to established protocols and draws accurate conclusions.</p>	<p>The OT/PT scores all data accurately, analyzes and interprets information correctly from all assessments and sources of data.</p>
	<p>The OT/PT has great difficulty administering prescribed screening protocols (example kindergarten screening) and may misinterpret results, drawing inaccurate conclusion.</p>	<p>The OT/PT administers and scores screening protocols that follow established guidelines to determine student eligibility for services.</p>	<p>The OT/PT selects, administers and scores an appropriate screening protocol(s) based on student needs to determine eligibility for services.</p>	<p>The OT/PT selects (from a range of screening protocols) an appropriate screening protocol based on student needs; and administers, scores, analyzes and interprets results of the screening to determine student eligibility for services and to guide recommendations for evidenced-based interventions.</p>
	<p>The OT/PT is unable to provide the ETR/IEP members with information to determine eligibility for services.</p>	<p>The OT/PT supplies the ETR/IEP members with a summary of assessment results and recommends services.</p>	<p>The OT/PT works with the ETR/IEP members to interpret assessment outcomes, presents diagnostic impressions for services.</p>	<p>The OT/PT assumes a leadership role at the ETR/IEP meetings to determine the level of severity, the impact on learning and eligibility for services by using assessment outcomes and diagnostic impressions.</p>

INSTRUCTIONAL PLANNING				
	Ineffective	Developing	Skilled	Accomplished
<p><b>ASSESSMENT DATA</b> <b>(Standard 3: Assessment)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The OT/PT does not examine student data to inform IEP goals.</p> <p>The OT/PT does not examine student data to develop and/or make IEP goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT develops and appropriate IEP (long term goals) working with the IEP team.</p> <p>The OT/PT reviews student data but may have difficulty in identifying trends and patterns to develop and/or make changes to short and long term goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT collaborates with the IEP team to create an appropriate IEP that includes curriculum-based interventions and short and long termed goals.</p> <p>The OT/PT uses and reviews student data to identify trends and patterns to develop and/or make changes to short and long term goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT presents to the IEP team a rigorous IEP that includes educational/evidence- based interventions; relevant and measurable short and long term goals, and measurable benchmarks/objectives related to the goal.</p> <p>The OT/PT <b>routinely</b> exams and analyzes student data to identify trends and patterns in individual and group progress to develop and/or make changes for short and long term goals. (“Group” is referring to skill group and/or physical group of students.)</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>



INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p><b>KNOWLEDGE OF STUDENTS</b> <b>(Standard 1: Students)</b></p> <p><i>Sources of Evidence:</i> <i>Analysis of Student Data</i> <i>Pre-Conference</i></p>	<p>The OT/PT can't articulate research on proper development and/or the developmental characteristics of student age groups.</p> <p>The OT/PT lacks an understanding of why it is important to become familiar with students' backgrounds and prior learning and does not know how to find this information.</p> <p>The OT/PT demonstrates little or no knowledge of students' backgrounds, skills, interests, and special needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT demonstrates an understanding of how students learn and how students develop.</p> <p>The OT/PT reviews a limited number of records and gathers information about students' backgrounds and prior learning.</p> <p>The OT/PT demonstrates the importance of understanding students' backgrounds, skills, interests, and special needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT applies their knowledge of student development (cognitive, physical, social) and how students develop to plan for therapy sessions.</p> <p>The OT/PT examines multiple sources of information about students' backgrounds, prior learning skills, interests, and special needs to develop and/or make plans for therapy.</p> <p>The OT/PT can articulate and share knowledge about students with administrators and other school personnel.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT regularly analyzes individual student development (cognitive, physical, social) to design therapy sessions that appropriately meet the needs of students.</p> <p>The OT/PT utilizes routine sources and non-routine methods (ex, interviews with teachers or parents) for gathering information about students' backgrounds, skills, interests, special needs and prior learning to develop and/or make changes to therapy.</p> <p>The OT/PT provides administrators and other school personnel with important information about students to guide teaching and learning in the regular classroom.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p><b>THERAPY PRACTICES (Standard 2: Content; Standard 4: Instruction)</b></p> <p><i>Sources of Evidence: Formal and Informal Observation; Personal Reflection; Post Observation Conference</i></p>	<p>The OT/PT fails to intentionally convey objectives for therapy session, or does not communicate the intended therapy objectives to students.</p> <p>The OT/PT is unaware and/or does not use appropriate service delivery models that meet the needs of identified students. The learning activities are poorly aligned to goals for therapy.</p> <p>The OT/PT selects materials that do not align to the service delivery model or are inappropriate for use with students.</p> <p>The OT/PT may have difficulty organizing materials, incorporating academic instruction into intervention and may use inappropriate instructional language. The OT/PT does not use student therapy time effectively.</p> <p>The OT/PT adheres to the therapy plans, disregarding students' difficulty with tasks and/or student questions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT intentionally conveys objectives for therapy session but may not consistently communicate the therapy objectives to students.</p> <p>The OT/PT utilizes an appropriate service delivery model that engages students. The learning activities demonstrate and align to most goals for therapy.</p> <p>The OT/PT uses a limited number of appropriate materials and resources to support the service delivery model and is appropriate for use with students.</p> <p>The OT/PT prepares for therapy session by:</p> <ul style="list-style-type: none"> <li>- Selecting and adapting materials;</li> <li>- Using appropriate instructional language; and</li> <li>- Pacing activities to reflect the time available.</li> </ul> <p>The OT/PT attempts to modify the lesson when needed to respond to student questions or inability to perform activities as planned.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT establishes objectives for therapy with varying degrees of rigor and regularly communicates the therapy objectives to students.</p> <p>The OT/PT able to identify and utilize appropriate service delivery models that meet the needs of most students. Learning activities are clearly aligned to therapy goals and suitable to groups of student.</p> <p>The OT/PT selects and implements materials and resources that are aligned to therapy objectives, are appropriate for students, and actively engage students in learning.</p> <p>The OT/PT prepares for therapy sessions by:</p> <ul style="list-style-type: none"> <li>- Organizing, selecting and adapting materials and equipment to meet student needs;</li> <li>- Developing appropriate learning activities that consider student learning styles;</li> <li>- Selecting appropriate student language; and</li> <li>- Ensuring that transitions are efficient and occur smoothly.</li> </ul> <p>The OT/PT makes adjustments as needed to therapy activities and accommodates student questions and difficulties performing planned activities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT establishes objectives for therapy that are rigorous and are appropriate for the diverse needs, interests, and levels of readiness for all students. Therapy sessions begin with the OT/PT clearly communicating the therapy objectives to students.</p> <p>The OT/PT selects and uses a wide variety of service delivery models that best meet the needs of all students. A series of learning activities are aligned to therapy goals and differentiated where appropriate to individual student.</p> <p>The OT/PT creates, selects, and adapts materials and resources based on usefulness in supporting particular skills and concepts, ability to actively engage students, and for meeting individual students' needs.</p> <p>The OT/PT prepares for therapy sessions by:</p> <ul style="list-style-type: none"> <li>- Incorporating instructional and curriculum based strategies to achieve goals;</li> <li>- Addressing students' unique learning styles;</li> <li>- Using instructional language that is consistent with students' level of comprehension; and</li> <li>- Providing efficient and effective delivery of services to maximize the time available for student intervention.</li> </ul> <p>The OT/PT ensures the success of all students by adapting, modifying or replacing planned activities based on student response.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CLASSROOM ENVIRONMENT					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<b>CLASSROOM ENVIRONMENT</b> <b>(Standard 1: Students; Standard 5: Learning Environment)</b>  <i>Sources of Evidence: Formal and Informal Observation; Personal Reflection; Post Observation Conference</i>	<p>The OT/PT's system for maintaining both instructional (documentation of student performance, data sheets) and non-instructional (caseload list and Medicaid billing) records are either nonexistent or in disarray, resulting in errors and confusion.</p> <p>There is little or no evidence of a positive rapport between the OT/PT and student.</p> <p>The OT/PT fails to demonstrate respect for students' diverse cultures. The OT/PT may display bias for certain cultures and/or lack of respect for students; native languages or dialects.</p> <p>The OT/PT creates an environment that may be unsafe or limit students' access to learning.</p>	<p>The OT/PT's system for maintaining both instructional (documentation of student performance, data sheets) and non-instructional (caseload list and Medicaid billing) records are basic and comply with minimum expectations.</p> <p>The OT/PT is fair in the treatment of students and establishes a basic rapport with them.</p> <p>The OT/PT respects the cultural heritage of groups of students and establishes a basic rapport with them.</p> <p>The OT/PT creates a safe learning environment that is accessible to most students.</p>	<p>The OT/PT's system for maintaining both instructional (documentation of student performance, data sheets) and non-instructional (case load list and Medicaid billing) records comply with school district requirements are accurate, efficient and effective.</p> <p>The OT/PT has a positive rapport with students and demonstrates respect for an interest in all students.</p> <p>The OT/PT fosters learning environment in which individual differences in students are respected and valued.</p> <p>The OT/PT creates a learning environment that is safe and accessible to all students.</p>	<p>The OT/PT's system for maintaining instructional (documentation of student performance, data sheets) and non-instructional (caseload list and Medicaid billing) records are accurate, efficient, and effective. The OT/PT clearly and objectively documents all activities and correspondence related to children on the caseload accurately and on a timely basis.</p> <p>The OT/PT has a positive rapport with all students and demonstrates respect for an interest in individual student's experiences, thoughts and opinions.</p> <p>The OT/PT models a non-bias learning environment and challenges disrespectful attitudes by modeling behavior (e.g., ensuring all students are valued and recognized.)</p> <p>The OT/PT creates a safe and caring learning environment for all students on their caseload, and collaborates with other staff in the building to create a safe environment for the school.</p>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

INSTRUCTION and ASSESSMENT					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	<p><b>DATA COLLECTION (Standard 3: Assessment)</b></p> <p><i>Sources of Evidence: Formal and Informal Observations; Teacher Reflection; Post- Observation Conferences</i></p>	<p>The OT/PT rarely collects qualitative and/or quantitative data relative to measuring student progress. There is no evidence of a data management system.</p> <p>The OT/PT does not use data to modify student intervention.</p> <p>The OT/PT fails to comply with state, federal and local regulatory policies related to educational data of children in schools.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT intermittently collects qualitative and/or quantitative data relative to measuring student progress. The OT/PT attempts to establish processes and procedures to manage student data.</p> <p>The OT/PT modifies intervention strategies based on data.</p> <p>The OT/PT complies with some state, federal and local regulatory policies related to educational data of children in schools.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT regularly collects qualitative and/or quantitative data and uses the data to measure student progress toward short and long term goals. The OT/PT uses effective data collection systems.</p> <p>The OT/PT modifies intervention strategies, over time, based on data.</p> <p>The OT/PT complies with most state, federal and local regulatory policies related to educational data of children in schools.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT routinely collects and interprets qualitative and/or quantitative data to measure and benchmark student progress toward short term objectives and long term goals. The OT/PT creates develops and uses data collection systems to effectively and efficiently manage student data.</p> <p>The OT/PT modifies intervention strategies in real time to reflect trends and patterns from assessment results.</p> <p>The OT/PT complies with all state, federal and local regulatory policies related to educational data of children in schools.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p><b>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</b></p> <p><i>Sources of Evidence: Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; Personal Reflection</i></p>	<p>The OT/PT does not and/or makes no attempt to communicate clearly with students, parents and colleagues. The OT/PT does not collaborate effectively with professional colleagues.</p> <p>The OT/PT fails to act in an ethical manner and/or does not follow district policies or the Ohio Educators Code of Conduct.</p> <p>The OT/PT does not/or makes no attempt to demonstrate an ability to self-assess performance and to identify areas for professional growth.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT communicates with parents, but communication tends to be one way. The OT/PT communicates clearly with students and professional colleagues both in spoken and written language.</p> <p>The OT/PT meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.</p> <p>The OT/PT identifies areas of strength and areas for growth to develop and implement targeted goals for professional growth.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT uses effective communication strategies and multiple resources to convey ideas and works with parents and professional colleagues, cooperatively, to support student learning. The OT/PT uses effective communication (oral and written) to convey instruction to students.</p> <p>The OT/PT meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.</p> <p>The OT/PT sets data-based, short and long term goals for professional growth and takes actions to meet these goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The OT/PT forms partnerships with parents and communicates proactively (two-way communication) with students, parents and professional colleagues to support student learning.</p> <p>The OT/PT meets, internalizes and models for colleague's professional ethics, district policies and the Ohio Educators Code of Conduct.</p> <p>The OT/PT regularly modifies short and long term professional goals based on self-assessment and analysis of student learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

NAME: [Click here to enter text.](#)

### School Nurse Performance Evaluation Rubric

The *School Nurse 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, school nurses 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).

Domain 1: KNOWLEDGE					
		Ineffective	Developing	Skilled	Accomplished
Domain 1: KNOWLEDGE	<b>STUDENT AND REGULATION KNOWLEDGE</b> (Standard 3: Outcome Identification, Standard 5: Implementation, Standard 11: Communication, Standard 16: Environmental Health)	Nurse demonstrates little understanding of medical knowledge and nursing techniques in a school setting.  Nurse displays little or no knowledge of child and adolescent development.  Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques in a school setting.  Nurse displays partial knowledge of child and adolescent development.  Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse demonstrates understanding of medical knowledge and nursing techniques in a school setting.  Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.  Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques in a school setting.  In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.  Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evidence</b>		<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

Domain 2: THE ENVIRONMENT					
		Ineffective	Developing	Skilled	Accomplished
Domain 2: THE ENVIRONMENT	<b>CULTURE</b> (Standard 4: Planning, Standard 5: Implementation, Standard 5b: Health Teaching and Health Promotion, Standard 16: Environmental Health)	<p>Nurse's interactions with at least some students are negative or inappropriate.</p> <p>Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse's interactions with students are a mix of positive and negative.</p> <p>Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse's interactions with students are positive and respectful.</p> <p>Nurse promotes a culture throughout the school for health and wellness.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.</p> <p>The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>CLINIC MANAGEMENT</b> (Standard 17: Program Management)	<p>Nurse's procedures for the nursing offices are nonexistent or in disarray.</p> <p>Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not stored properly.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse has rudimentary and partially successful procedures for the nursing office.</p> <p>Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse's procedures for the nursing office work effectively.</p> <p>Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.</p> <p>Nurse's office is effectively organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Domain 3: ASSESSMENT					
		Ineffective	Developing	Skilled	Accomplished
Domain 3: ASSESSMENT	<b>ASSESSMENT OF STUDENT NEEDS</b> (Standard 1: Assessment, Standard 2: Diagnosis, Standard 3: Outcome Identification, Standard 4: Planning, Standard 5a: Coordination of Care, Standard 6: Evaluation, Standard 15: Resource Utilization)	<p>Nurse does not assess student needs, or the assessments result inaccurate conclusions.</p> <p>Nurse has no contingency plans for emergency situations.</p> <p>Nurse's plans consist of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse's assessments of student needs are perfunctory.</p> <p>Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.</p> <p>Nurse's plans have guiding principles and include a number of worthwhile activities, but the plans do not meet the broader educational programs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse assesses student needs and knows the range of student needs in the school.</p> <p>Nurse's plans for emergency situations have been developed for many situations.</p> <p>Nurse's plans are coherent and include supports for individual students and groups of students but some plans do not meet the broader educational programs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Nurse conducts detailed an individualized assessment of student needs to contribute to the program planning.</p> <p>Nurse's plans for emergency situations have been developed for many situations. Students and teachers have been clearly instructed of their responsibilities in case of emergencies.</p> <p>Nurse's plans are highly coherent and serve to support not only the students individually and in groups, but also the broader educational programs.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	<b>QUALITY OF PRACTICE</b> (Standard 5c: Consultation, Standard 6: Evaluation, Standard 10: Quality of Practice)	<p>Medications are administered with no regard to state or district policies.</p> <p>Nurse adheres to the plan or programs, in spite of evidence of its inadequacy.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Medications are administered by designated individuals, but signed release forms are not conveniently stored.</p> <p>Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Medications are administered by designated individuals, and signed released forms are conveniently stored and available when needed.</p> <p>Nurse makes revisions in the nursing program when they are needed.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.</p> <p>Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to students, parents, or teachers input.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.



Domain 4: PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
Domain 4: PROFESSIONALISM	<p style="text-align: center;"><b>PROFESSIONAL RESPONSIBILITIES (Standard 7: Ethics, Standard 8: Education, Standard 11: Communication, Standard 12: Leadership, Standard 13: Collaboration, Standard 14: Professional Practice Evaluation)</b></p>	<p style="text-align: center;"><b>COMMUNICATION</b></p> <p>The nurse fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p style="text-align: center;"><b>ETHICS</b></p> <p>The nurse fails to understand and follow confidentiality, regulations, policies and agreements.</p> <p style="text-align: center;"><b>GOALS</b></p> <p>The nurse fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p> <p style="text-align: center;"><b>HEALTH RECORDS</b></p> <p>Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>COMMUNICATION</b></p> <p>The nurse uses a variety of strategies to communicate with students and families or collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome.</p> <p style="text-align: center;"><b>ETHICS</b></p> <p>The nurse understands and follows district policies, confidentiality, state and federal regulations at a minimal level.</p> <p style="text-align: center;"><b>GOALS</b></p> <p>The nurse identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p> <p style="text-align: center;"><b>HEALTH RECORDS</b></p> <p>Nurse's reports, records, and documentation are generally accurate, but are occasionally late.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>COMMUNICATION</b></p> <p>The nurse uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p style="text-align: center;"><b>ETHICS</b></p> <p>The nurse meets confidential, ethical and professional responsibilities with integrity and honesty. The nurse models and upholds district policies, state and federal regulations.</p> <p style="text-align: center;"><b>GOALS</b></p> <p>The nurse sets date-based short and long-term professional goals and takes action to meet these goals.</p> <p style="text-align: center;"><b>HEALTH RECORDS</b></p> <p>Nurse's reports, records, and documentation are accurate, and are submitted in a timely manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><b>COMMUNICATION</b></p> <p>The nurse communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p style="text-align: center;"><b>ETHICS</b></p> <p>The nurse meets confidential, ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p style="text-align: center;"><b>GOALS</b></p> <p>The nurse sets and regularly modifies short and long-term professional goals based on self-assessment and analysis of student learning evidence.</p> <p style="text-align: center;"><b>HEALTH RECORDS</b></p> <p>Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**School Psychologist Performance Evaluation Rubric**      **Name:** [Click here to enter text.](#)

**Directions:** *The School Psychologist Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the School Psychologist. 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 formal observation, the post-conference, as well as informal observations (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, school psychologists 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- or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

**ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY**

		<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>INSTRUCTIONAL PLANNING</b>	<p><b>DOMAIN 1</b> <b>(Indicator 1.1: Utilizes appropriate assessment and data collection methods)</b></p>	<p>School Psychologist uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> <li>-Inappropriate for purpose and/or student, or</li> <li>-Are administered, scored, or interpreted incorrectly.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> <li>-Appropriate for the student, and</li> <li>-Administered, scored, and interpreted Correctly</li> </ul> <p>But are limited in variety for the intended purpose, or limited in individualization for the specific student(s).</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist uses assessment and data collection methods that are:</p> <ul style="list-style-type: none"> <li>-Appropriate for the intended purpose,</li> <li>-Appropriate and individualized for the specific student's cultural, linguistic and disability background, and of sufficient variety for the intended purpose.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient and additionally:</p> <ul style="list-style-type: none"> <li>-Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/ conferences with parents and/or school staff.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

**ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY**

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

**ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY**

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

**ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY**

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

**ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY**

		<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY</b>	<p align="center"><b>DOMAIN 1 (Indicator 1.5: Completes evaluations in a timely manner.)</b></p>	Multiple evaluations completed past the compliance due dates.  <p align="center"><input type="checkbox"/></p>	Few evaluations completed after compliance due dates without necessary documentation of attempts to comply with deadlines.  <p align="center"><input type="checkbox"/></p>	With few exceptions, all evaluations completed in a timely manner while documenting multiple attempts to comply with deadlines..  <p align="center"><input type="checkbox"/></p>	All evaluations completed in a timely manner while documenting multiple attempts to comply with deadlines.  <p align="center"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY**

		<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY</b>	<p align="center"><b>DOMAIN 1 (Indicator 1.6: Utilizes technology as part of practices.)</b></p>	School Psychologist:  -lacks knowledge about the use of technological tools and programs.  -Lacks the skills needed to use technological tools and programs.  -Fails to engage in professional growth and learning to gain needed knowledge and skills.  <p align="center"><input type="checkbox"/></p>	School Psychologist:  -involved in continued professional growth and learning regarding the use of technological tools and programs and/or  -knowledge and skill with technological tools and programs is insufficient to meet expectations of role / school.  <p align="center"><input type="checkbox"/></p>	School Psychologist utilizes technology to meet expectations of role and responsibilities.  Example activities may include using technology to collect assessment data (when appropriate), score data, summarize data, graph data, and/or share data or findings with others.  <p align="center"><input type="checkbox"/></p>	School Psychologist fulfills the criteria for Proficient level and additionally:  -Utilizes technological tools and programs in highly effective ways to meet the needs of the school and/or enhance job performance.  -Provides mentoring/coaching to colleagues regarding job specific technological skills.  <p align="center"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	<p><b>DOMAIN 2</b> <b>(Indicator 2.1:</b> <b>Contributes to school-wide curricular and instructional practices for academic, social-emotional, and behavioral domains.)</b></p>	<p>School Psychologist:</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains.</li> <li>-Lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains, and/or</li> <li>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist is:</p> <ul style="list-style-type: none"> <li>-Responsive to opportunities to contribute to school-wide curriculum and instruction practices but contributions are insufficient to meet expectations of role / school, and is</li> <li>-Involved in continued professional growth and learning regarding curriculum and instruction for academic, social-emotional, or behavioral domains.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist contributes to school-wide curricular and instructional practices in a manner that is consistent with expectations of the role / school.</p> <p>Example activities may include:</p> <ul style="list-style-type: none"> <li>-Researches and helps select instructional strategies, approaches, or programs; assists staff in learning and implementing new strategies, approaches, or programs; assists in the collection of information about implementation integrity; assists with student safety and bullying activities.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <ul style="list-style-type: none"> <li>-Serves as a member of school building teams,</li> <li>-Supports evaluation of school-wide practices/programs to ensure effectiveness and guide continuous improvements, and/or</li> <li>-Assists with the development and/or delivery of staff professional development to support school-wide practices.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	<p><b>DOMAIN 2</b> <b>(Indicator 2.2:</b> <b>Contributes to intervention practices for academic, social-emotional, and behavioral domains.)</b></p>	<p>School Psychologist:</p> <ul style="list-style-type: none"> <li>-Lacks knowledge about intervention strategies and practices,</li> <li>-Fails to take advantage of opportunities to engage in continued professional growth and learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist is:</p> <ul style="list-style-type: none"> <li>-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and is</li> <li>-Involved in continued professional growth and learning regarding intervention practices.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist contributes to intervention practices in a manner that meets the expectations of the role/ school(s).</p> <p>Example activities may include:</p> <ul style="list-style-type: none"> <li>- Researches and helps select intervention strategies and approaches for school(s); helps develop intervention plans for individual students or small groups of students; applies progress monitoring data to intervention practices and decisions about need for additional services/supports; assists staff in learning and implementing new intervention strategies, approaches, or programs; and assists in the collection of information about implementation integrity; contributes to the developing practices in the area of intervention practices.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <ul style="list-style-type: none"> <li>-Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.),</li> <li>-Supports evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or</li> <li>-Assists with the development and/or delivery of staff professional development to support intervention practices.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	<b>DOMAIN 2</b> <b>(Indicator 2.3: Contributes to crisis response practices.)</b>	<p>School Psychologist lacks knowledge about crisis response.</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist is responsive to opportunities to contribute to crisis response practices but contributions are insufficient to meet expectations of school/role, and is</p> <p>Involved in continued professional growth and learning regarding crisis response.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist contributes to crisis response practices in a manner that meets the expectations of the role/ school.</p> <p>Example activities include: -Assists in the development of crisis response plans, participates in schoolwide crisis response, and/or provides crisis intervention services to students, staff, and community.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient and additionally:</p> <p>Conducts evaluation of crisis response practices to assess the effectiveness and guide continuous improvements, or</p> <p>Assists with the development and/or delivery of staff development on crisis response,</p> <p>Collaborates with community agencies to provide coordinated response and services to crisis situations.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	<b>DOMAIN 2</b> <b>(Indicator 2.4: Utilizes information about student background and characteristics to inform decisions related to instruction, intervention, and service delivery.)</b>	<p>School Psychologist lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist is involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes,</p> <p>But practices demonstrate limited application of this knowledge to decision making related to instruction and service delivery.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist demonstrates an understanding of and sensitivity to the influence of factors such as culture, language, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <p>Assists with the development and/or delivery of staff professional development on student diversity.</p> <p>Provides mentoring and coaching to colleagues regarding issues of diversity and student learning.</p> <p>Applies knowledge to assist students, schools, and/or community, for example, addressing issues of disproportionately in special education identification or suspension/expulsion data.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

CONSULTATION AND COLLABORATION					
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND COLLABORATION	<p style="text-align: center;"><b>DOMAIN 3</b> <b>(Indicator 3.1: Engages in consultation and collaboration with school staff.)</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist lacks knowledge and skills about effective consultation strategies and practices, and/or</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>	<p>School Psychologist is involved in continued professional growth regarding consultation and collaboration strategies.</p> <p>However, individual's practices demonstrate limited application of knowledge and skills to expected roles and responsibilities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist effectively engages in consultation and collaboration with school staff.</p> <p>Example activities include: -Assists teachers with identifying concerns to target through intervention supports team/teachers with implementation of interventions through modeling, coaching, providing feedback or training, works with others as part of a team (e.g. intervention team, problem-solving team, committee), and/or utilizes skills/strategies for facilitating and conflict resolution.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <p>Assists with the development and/or delivery of staff professional development on collaboration and consultation.</p> <p>Provides mentoring and coaching to colleagues regarding consultation strategies.</p> <p>Applies knowledge in innovative ways to assist students, schools, or community. For example, designing a process for collaborative team meetings.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

CONSULTATION AND COLLABORATION					
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND COLLABORATION	<p style="text-align: center;"><b>DOMAIN 3</b> <b>(Indicator 3.2: Engages in consultation and collaboration with parents and families.)</b></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist lacks knowledge about effective consultation strategies and practices, and/or</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p>	<p>School Psychologist is involved in continued professional growth regarding consultation and collaboration strategies.</p> <p>However, individual's practices do not meet expected roles and responsibilities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist effectively engages in consultation and collaboration with parents and families.</p> <p>Example activities include: -Discusses parent concerns and provides suggestions for strategies to use at home; clearly explains assessment data and intervention strategies; explains school procedures for services such as special education, intervention, etc.; clearly explains evaluation findings and eligibility following special education evaluation; answers questions clearly and comprehensively.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally</p> <p>-Assists with the development and/or delivery of staff professional development on collaboration and consultation; provides mentoring and/or coaching of colleagues regarding consultation strategies; applies knowledge in innovative ways to assist students and families; conducts and/or assists with parent education sessions and trainings.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

CONSULTATION AND COLLABORATION					
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND COLLABORATION	<p><b>DOMAIN 3</b> <b>(Indicator 3.3: Engages in consultation and collaboration with community agencies and providers.)</b></p>	<p>School Psychologist lacks knowledge about effective consultation strategies and practices, and/or</p> <p>Fails to take advantage of opportunities to engage in continued professional growth and learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist is involved in continued professional growth regarding consultation and collaboration strategies.</p> <p>However, individual's practices do not demonstrate application of this knowledge.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist effectively engages in consultation and collaboration with community agencies.</p> <p>Example activities include: Contacts community providers to obtain information needed for instructional programming; clearly explains school procedures for services and practices; refers students and families to community providers for needed services; and/or communicates with community providers in a clear and ethical manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally:</p> <p>Assists with the development and/or delivery of staff professional development on collaboration and consultation; provides mentoring and/or coaching to colleagues regarding consultation strategies; applies knowledge in innovative ways to assist students, families, schools, and community; conducts professional development for community agencies and providers.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

LEADERSHIP					
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	<p><b>DOMAIN 4</b> <b>(Indicator 4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill.)</b></p>	<p>School Psychologist does not seek out or take advantage of opportunities to engage in professional learning and/or</p> <p>Does not respond to feedback from supervisor(s) regarding the need for professional learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist attends mandatory professional learning events, but does not demonstrate application of knowledge/skill addressed in professional learning event, or initiates attendance at optional professional learning events.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist responds well to constructive feedback; utilizes feedback to identify areas for professional growth; initiates attendance at optional professional learning events; engages in professional reading of current research and practice; demonstrates application of knowledge/skill addressed in attended professional learning events.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist fulfills the criteria for Proficient level and additionally: Reflects critically on own skills and identifies professional learning needs, shares newly learned knowledge and practices with colleagues and school staff; seeks opportunities to provide professional learning sessions for colleagues and/or school staff.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.



LEADERSHIP					
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	<b>DOMAIN 4</b> <b>(Indicator 4.2: Contributes to School and/or Profession of School Psychology.)</b>	School Psychologist rarely or never contributes ideas to improve school, district, or cooperative efforts.  Rarely participates in activities/committees.  Little or no involvement in activities to advance the professional practice of school psychologists.	School Psychologist responds to direct requests for involvement in activities/committees but does not initiate involvement in such activities.	School Psychologist contributes ideas and expertise to improve the functioning of the school, district, or cooperative efforts.  Participates in activities focused on improving the procedures and practices of the school/district.  Maintains membership in professional organizations and/or participates in sponsored professional activities.	School Psychologist fulfills the criteria for Proficient level and additionally:  Assumes leadership positions in professional organizations or school and district committees, and/or  Mentors school psychology practicum students and interns.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	<b>DOMAIN 5 (Indicator 5.1: Attendance and Punctuality.)</b>	School Psychologist demonstrates a pattern of unexcused absences.  School Psychologist demonstrates a pattern of unexcused late arrivals and/or early departures.  <input type="checkbox"/>	School Psychologist exhibits periodic unexcused absences.  School Psychologist periodic unexcused late arrivals and/or early departures.  <input type="checkbox"/>	School Psychologist demonstrates a pattern of good attendance.  School Psychologist demonstrates a pattern of punctuality.  <input type="checkbox"/>	In addition to meeting criteria for Proficient rating, the school psychologist anticipates needs and adjusts work schedule to accommodate these needs.  <input type="checkbox"/>
	Evidence	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	<b>DOMAIN 5 (Indicator 5.2: Respect)</b>	School Psychologist consistently fails to interact with students, parents/families, community members, and colleagues in a respectful manner.  <input type="checkbox"/>	School Psychologist periodically fails to interact with students, parents/families, community members, and colleagues in a respectful manner.  <input type="checkbox"/>	School Psychologist interacts with students, parents/families, community members, and colleagues in a respectful manner.  <input type="checkbox"/>	School Psychologist demonstrates a high level of respect and awareness of diversity when interacting with students, parents/families, community members, and colleagues.  School Psychologist makes students, parents/families, community members, and colleagues feel valued.  <input type="checkbox"/>
	Evidence	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	<b>DOMAIN 5 Ethics (Indicator 5.3: Policies and Procedures)</b>	<p>School Psychologist demonstrates a pattern of failing to follow state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates limited knowledge of state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist periodically fails to follow state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates an incomplete knowledge of state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist follows state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates a working knowledge of state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist follows state, school, and district policies and procedures.</p> <p>School Psychologist demonstrates a comprehensive knowledge of state, school, and district policies and procedures.</p> <p>School Psychologist provides support or mentoring to colleagues regarding state, school, and district policies and procedures.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE	<b>DOMAIN 5 Goals</b>	<p>School Psychologist fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist sets data-based short- and long-term professional goals and takes action to meet these goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	<b>DOMAIN 5 Communication</b>	<p>School Psychologist fails to communicate clearly with students and families or collaborate effectively with professional colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation of achieve the intended outcome.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School Psychologist communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**NAME:** [Click here to enter text.](#)

### Speech and Language Pathologist (SLP) Performance Evaluation Rubric

**Directions:** The SLP Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the SLP. 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 formal observation, the post-conference, as well as informal observations (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, SLPs 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- or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<b>FOCUS FOR LEARNING (Standard 4: Instruction)</b>  <i>Sources of Evidence:</i> Pre-Conference	The SLP does not have a clear focus for student learning or the objective is too general to guide therapy.  The SLP is unable to explain the objective for the therapy session or it is inappropriate for the student (s)	The SLP clearly communicates a focus for the therapy session that is appropriate.  The SLP understands the objective(s) for the therapy session and attempts to explain its use as being appropriate for the student(s)	The SLP develops a measurable objective(s) for the therapy session that aligns with IEP goals, ASHA standards, and best practices.  The SLP can explain the importance of the objective for the therapy session and its appropriateness for the student(s)	The SLP establishes challenging and measurable objective(s) for the therapy session that align with IEP goals, ASHA standards, and best practices. Objectives reflect a range of student learner needs.  The SLP can explain how the objective(s) for the therapy session fit(s) into the broader context for content learning and skills.
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
<p style="text-align: center;"><b>ASSESSMENT DATA</b> <b>(Standard 3: Assessment)</b></p> <p style="text-align: center;"><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The SLP has little familiarity with or may not be able to explain the tools, strategies and protocols that are used to determine eligibility for speech and language services.</p>	<p>The SLP demonstrates a basic understanding of the tools, strategies and protocols that are utilized to determine eligibility for speech and language.</p>	<p>The SLP has a strong understanding of the characteristics, uses and limitations of various tools, strategies and protocols. The SLP is aware of nondiscriminatory and culturally appropriate practices.</p>	<p>The SLP purposely analyzes and selects tools, strategies and protocols that are most current and evidence-based and are related to the population(s) served, severity of the disability, and are nondiscriminatory, culturally and linguistically sensitive.</p>	
	<p>The SLP does not administer standardized assessments as outlined in testing protocols</p> <p>The SLP may score tests inaccurately and/or draw inaccurate conclusions from assessments administered.</p> <p>The SLP has great difficulty administering prescribed screening protocols (example, kindergarten screening) and may misinterpret results, drawing inaccurate conclusions.</p> <p>The SLP is unable to provide the ETR Members (Evaluation Team Report) with information to determine eligibility for speech and language services.</p>	<p>The SLP administers standardized assessments as outlined in testing protocols.</p> <p>The SLP accurately scores most assessments and draws appropriate conclusions from assessments administered.</p> <p>The SLP administers and scores screening protocols that follow established guidelines to determine student eligibility for speech and language services.</p> <p>The SLP supplies the ETR Members with a summary of assessment results and recommends services.</p>	<p>The SLP consistently and accurately administers standardized assessments according to established test protocols. The SLP may supplement standardized assessments with:</p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Teacher or parent interviews; or</li> <li>• Curriculum based/performance based assessments</li> </ul> <p>The SLP accurately scores all standardized assessments according to established protocols and draws accurate conclusions.</p> <p>The SLP selects, administers and scores an appropriate screening protocol(s) based on student needs to determine eligibility for speech and language services.</p> <p>The SLP works with the ETR Members to interpret assessment outcomes, presents diagnostic impressions and recommendations for speech and language services.</p>	<p>The SLP administers standardized assessments adhering to all testing protocols. The SLP may in some case adapt standardized test protocols, as permissible, to reflect student needs (e.g., autistic student may need to have assessment administered in "chunks" of time). The SLP supplements standardized assessments with:</p> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Authentic tasks</li> <li>• Curriculum based/performance based assessments</li> <li>• Educationally relevant measures that are aligned with the academic standards of the setting; and</li> <li>• Gathers information to create a communication history</li> </ul> <p>The SLP scores all data accurately, analyzes and interprets information correctly from all assessments and sources of data.</p> <p>The SLP selects (from a range of screening protocols) an appropriate screening protocol based on student needs; and administers, scores, analyzes and interprets results of the screening to determine student eligibility for speech and language services.</p> <p>The SLP assumes a leadership role at the ETR Meeting to determine the level of severity, the impact on learning and eligibility for speech and language services by using assessment outcomes and diagnostic impressions.</p>	

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
	<p><b>ASSESSMENT DATA (Standard 3: Assessment)</b></p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The SLP has difficulty developing an appropriate I.E.P. for students.</p> <p>The SLP does not examine student data to inform I.E.P. language goals.</p>	<p>The SLP develops an appropriate I.E.P. (long-term goals) working with the I.E.P. team.</p> <p>The SLP reviews student data but may have difficulty in identifying trends and patterns to inform changes to short- and long-term language goals</p>	<p>The SLP collaborates with the I.E.P. team to create an appropriate I.E.P. that includes curriculum-based interventions and short- and long-term goals for language.</p> <p>The SLP uses and reviews student data to inform modifications to short- and long-term language goals.</p>	<p>The SLP presents to the I.E.P. team a rigorous I.E.P. that includes curriculum-based interventions; relevant and measurable short- and long-term goals, and measurable benchmarks/objectives related to the goals.</p> <p>The SLP routinely exams and analyzes student data to identify trends and patterns in individual and group progress to inform short- and long-term language goals.</p>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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

INTERVENTION AND ASSESSMENT					
		Ineffective	Developing	Skilled	Accomplished
INTERVENTION AND ASSESSMENT	<p style="text-align: center;"><b>INTERVENTION PRACTICES</b> (Standard 2: Content; Standard 4: Instruction)</p> <p style="text-align: center;"><i>Sources of Evidence:</i> Formal and Informal Observation; Personal Reflection; Post Observation Conference</p>	<p>The SLP fails to intentionally convey appropriate objectives for the therapy session, or does not communicate the intended objectives to students.</p> <p>The SLP is unaware and/or does not use appropriate service delivery models that meet the needs of identified students. The learning activities are poorly aligned to therapy goals.</p> <p>The SLP selects resources that do not align to the service delivery model or are inappropriate for use with students.</p> <p>The SLP may have difficulty organizing materials, incorporating academic instruction into intervention and may use inappropriate instructional language. The SLP does not use student intervention time effectively.</p> <p>The SLP adheres to the therapy plans, disregarding students' difficulty with tasks and/or student questions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The SLP intentionally conveys objectives for the therapy session but may not consistently communicate the therapy objectives to students.</p> <p>The SLP utilizes an appropriate service delivery model that engages students. The learning activities demonstrate and align to most of the goals for therapy.</p> <p>The SLP uses a limited number of appropriate resources to support the service delivery model.</p> <p>The SLP prepares for intervention sessions by:</p> <ul style="list-style-type: none"> <li>• Selecting and adapting materials;</li> <li>• Using appropriate instructional language; and</li> <li>• Pacing activities to reflect the time available.</li> </ul> <p>The SLP attempts to modify the lesson when needed to respond to student questions or inability to perform activities as planned.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The SLP establishes objectives for therapy with varying degrees of rigor and regularly communicates the therapy objectives to students.</p> <p>The SLP is able to identify and utilize appropriate service delivery models to meet the needs of most students. Learning activities are clearly aligned to therapy goals and suitable to groups of students.</p> <p>The SLP selects and implements materials and resources that are aligned to therapy objectives, are appropriate for students, and actively engage students in learning.</p> <p>The SLP prepares for intervention sessions by:</p> <ul style="list-style-type: none"> <li>• Organizing, selecting and adapting materials and equipment to meet student needs;</li> <li>• Developing appropriate learning activities that consider student learning styles;</li> <li>• Selecting appropriate student language; and</li> <li>• Ensuring that transitions are efficient and occur smoothly.</li> </ul> <p>The SLP makes adjustments as needed to therapy activities and accommodates student questions and difficulties performing planned activities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The SLP establishes objectives for therapy that are rigorous and are appropriate for the diverse needs, interests, and levels of readiness for all students. Therapy sessions begin with the SLP clearly communicating the therapy objectives to students.</p> <p>The SLP selects and uses a wide variety of service delivery models that best meet the needs of all students. A series of learning activities are aligned to therapy goals and differentiated where appropriate to individual student.</p> <p>The SLP creates, selects, and adapts materials and resources based on usefulness in representing particular skills and concepts, ability to actively engage students, and for meeting individual students' needs.</p> <p>The SLP prepares for intervention sessions by:</p> <ul style="list-style-type: none"> <li>• Incorporating instructional and curriculum-based intervention strategies to achieve communication goals;</li> <li>• Addressing students' unique learning styles;</li> <li>• Using instructional language that is consistent with students' levels of comprehension; and</li> <li>• Providing efficient and effective delivery of services to maximize the time available for student intervention.</li> </ul> <p>The SLP ensures the success of all students by adapting or replacing planned activities based on student confusion or difficulty/inability.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.



**INTERVENTION AND ASSESSMENT**

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

**INTERVENTION AND ASSESSMENT**

		<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<b>INTERVENTION AND ASSESSEMENT</b>	<p align="center"><b>DATA COLLECTION (Standard 3: Assessment)</b></p> <p><i>Sources of Evidence:</i> Formal and Informal Observations; Teacher Reflection; Post-Observation Conferences</p>	<p>The SLPs rarely collect quantitative data relative to measuring student progress. There is no evidence of a data-management system.</p> <p>The SLP does not use data to modify student interventions.</p> <p>The SLP fails to comply with state, federal and local regulatory policies related to educational data of children in schools.</p> <p align="center"><input type="checkbox"/></p>	<p>The SLP intermittently collects quantitative data relative to measuring student progress. The SLP attempts to establish processes and procedures to manage student data.</p> <p>The SLP modifies intervention strategies based on data.</p> <p>The SLP complies with most state, federal and local regulatory policies related to educational data of children in schools.</p> <p align="center"><input type="checkbox"/></p>	<p>The SLP regularly collects quantitative data and uses the data to measure student progress toward short- and long-term goals. The SLP uses effective data collection systems.</p> <p>The SLP modifies intervention strategies, over time, based on data.</p> <p>The SLP complies with all state, federal and local regulatory policies related to educational data of children in schools.</p> <p align="center"><input type="checkbox"/></p>	<p>The SLP routinely collects and interprets quantitative data to measure and benchmark student progress toward short-term objectives, and long-term goals. The SLP creates, develops and uses data collection systems to effectively and efficiently manage student data.</p> <p>The SLP modifies intervention strategies, in real time, to reflect trends and patterns from assessment results.</p> <p>The SLP complies with all state, federal and local regulatory policies related to educational data of children in schools.</p> <p align="center"><input type="checkbox"/></p>
	<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
PROFESSIONALISM	<p><b>PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)</b></p> <p><i>Sources of Evidence:</i> Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; Personal Reflection</p>	<p><b>COMMUNICATION</b> The SLP does not and/or makes no attempt to communicate clearly with students, parents and colleagues. The SLP does not collaborate effectively with professional colleagues.</p> <p><b>ETHICS</b> The SLP fails to act in an ethical manner, and/or does not follow district policies or the Ohio Educators Code of Conduct.</p> <p><b>GOALS</b> The SLP does not/or makes no attempt to demonstrate an ability to self-assess performance and to identify areas for professional development.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>COMMUNICATION</b> The SLP communicates with parents, but communication tends to be one way. The SLP communicates clearly with students and other staff both in spoken and written language.</p> <p><b>ETHICS</b> The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.</p> <p><b>GOALS</b> The SLP identifies areas of strength and areas for growth to develop and implement targeted goals for professional growth.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>COMMUNICATION</b> The SLP uses effective communication strategies and multiple resources to convey ideas and work with parents cooperatively to support student learning. The SLP uses effective communication (oral and written) to convey instruction to students.</p> <p><b>ETHICS</b> The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.</p> <p><b>GOALS</b> The SLP sets data-based, short- and long-term goals for professional development and takes actions to meet these goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>COMMUNICATION</b> The SLP forms partnerships with parents and communicates proactively (two-way communication) with students, parents and staff to support student learning. The SLP models effective verbal and nonverbal communication techniques to support instruction and learning.</p> <p><b>ETHICS</b> The SLP meets, internalizes and models for colleagues professional ethics, district policies and the Ohio Educators Code of Conduct.</p> <p><b>GOALS</b> The SLP regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

# FAIRFIELD CITY SCHOOL DISTRICT

## Final Summative Rating

### Final Summative Rating of Educator Effectiveness

Proficiency on Standards 100%	Ineffective	Developing	Skilled	Accomplished
Cumulative Performance Rating (Holistic Rating using Performance Rubric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas of Reinforcement/Refinement: <a href="#">Click here to enter text.</a>				

Check here if Improvement Plan has been recommended

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluatee Signature \_\_\_\_\_

Date \_\_\_\_\_

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

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

Name: [Click here to enter text.](#)

Appendix K-16

## Work Study Coordinator Performance Evaluation Rubric

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

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<b>FOCUS FOR LEARNING</b> (Standard 4: Instruction)  <i>Sources of Evidence:</i> Pre-Conference	The work study coordinator does not demonstrate clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students.  <input type="checkbox"/>	The work study coordinator communicates a focus for student learning, develops learning objectives that are appropriate for students but do not include measurable goals.  <input type="checkbox"/>	The work study coordinator demonstrates a focus for student learning with appropriate learning objectives that include measurable goals for student learning. The work study coordinator demonstrates the importance of the goal and its appropriateness for students.  <input type="checkbox"/>	The work study coordinator establishes challenging and measurable goals for student learning and reflects a range of student learner needs. The teacher demonstrates how the goal(s) fit in to the broader spectrum of students IEP goals as well as career after high school.  <input type="checkbox"/>
	Evidence	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
	<b>ASSESSMENT DATA</b> (Standard 3: Assessment)  <i>Sources of Evidence:</i> Pre-Conference	The work study coordinator does not plan for the assessment of student learning or does not analyze student learning data to inform work progress.  The work study coordinator has little knowledge of procedure for assessing student performance.  <input type="checkbox"/>	The work study coordinator can explain the characteristics and uses of various diagnostic, formative, and summative assessments but does not consistently incorporate this into transition planning for student.  The work study coordinator 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.  <input type="checkbox"/>	The work study coordinator 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 work study coordinator employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional and transition planning.  <input type="checkbox"/>	The work study coordinator plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate assessments in lesson plan.  Student learning goals are accurately identified through an analysis of students' data; the work study coordinator uses assessment data to identify student strengths and areas for student growth.  <input type="checkbox"/>
	Evidence	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTIONAL PLANNING	<p><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b> (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p>	<p>The work study coordinator does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p> <p>The work study coordinator does not make an attempt to plan and sequence instruction and does not include important concepts and process in school and career readiness.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work study coordinator makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p> <p>The work study coordinator makes an attempt to plan and sequence instruction to include the important concepts and process in school and career readiness, but is not completely successful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work study coordinator makes clear and coherent connections with students' prior knowledge and future learning- both explicitly to students and within the lesson.</p> <p>The work study coordinator plans and sequences instruction to include the important concepts and process in school and career readiness.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work study coordinator uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The work study coordinator makes meaningful and relevant connections between lesson content other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The work study a coordinator plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and career readiness. The work student coordinator accurately explains how the lesson fits within the structure of the discipline.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**INSTRUCTIONAL PLANNING**

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

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



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

INSTRUCTIONAL PLANNING					
		Ineffective	Developing	Skilled	Accomplished
<b>INSTRUCTION AND ASSESSMENT</b>	<p><b>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</b></p> <p><i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>The work study coordinator's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The work study coordinator uses language that fails to engage students, is inappropriate to their assigned task, and discourages independent or creative thinking.</p> <p>The work study coordinator fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work study coordinator's explanations are accurate and generally clear but the work study coordinator may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The work study coordinator re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work study coordinator's explanations are clear and accurate. The work study coordinator uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The work study coordinator effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The work study coordinator's explanations are clear, coherent, and precise. The work study coordinator uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The work study coordinator accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The work student coordinator develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p> <p style="text-align: center;"><input type="checkbox"/></p>
	<p><b>Evidence</b></p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>

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

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

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

# **Fairfield City School District Student Learning Objective Plan for Attendance Adjustment**

Teacher’s Name (Print) \_\_\_\_\_

**This form must be submitted to the appropriate evaluator as early as possible prior to the administration of the SLO post assessment or, by the latest, April 6<sup>th</sup>.**

**Part I – Identify Situation**

I am submitting a Plan for Attendance Adjustment in my SLO(s) growth measures due to the following situation:

- 1. Teacher absence for 15 or more consecutive school days during the school year between the SLO pre and post assessment.
- 2. Teacher absence for 30 school days or more throughout the school year between the SLO pre and post assessment.
- 3. Teacher absence during the regularly scheduled administration of the SLO post assessment results in the assessment being administered significantly early. (Teacher missing 15 consecutive days of instruction)
- 4. Other – Please describe, in detail, the reason why you need an attendance adjustment for your SLO(S).

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**Part II – Plan for Adjustment**

The method that will be used to adjust the growth targets is the following:

- A. Assessment items where teacher was not present for instruction will be removed from final SLO score for each student. (Note – Students will still take entire SLO assessment. Scores will be adjusted at end to reflect the content that the teacher was present to teach.)

**Rationale**

- B. All students’ growth targets will be adjusted as described in the rationale below.

**Rationale**

**Part III – Tasks to be Completed**

A copy of this form will be given to the teacher, and the original will be kept in the building files.

**Situation #1, #2, or #3 (From Part I)**

The following items must be completed by the teacher:

- Submission of the “Plan for Attendance Adjustment” (this form)
- Administration of the SLO pre and post assessments
- Grading of the SLO pre and post assessments
- Input of the SLO pre and post assessment grades into Progress Book, if applicable
- Completion of the growth measure spreadsheet (with the appropriate adjustment as listed in Part II)

**Situation #4**

The teacher and his/her evaluator will meet to determine who is responsible for the following tasks.

Task	Person to Complete	
Submission of the “Plan for Attendance Adjustment” (this form)	Teacher	Evaluator
Administration of the SLO post assessment	Teacher	Substitute
Grading of the SLO post assessment	Teacher	Substitute
Input of the SLO post assessment information into Progress Book, if applicable	Teacher	Substitute
Completion of the growth measure spreadsheet (with the use of the appropriate adjustment listed in Part II)	Teacher	Evaluator
Other		

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 I am submitting this Plan for Attendance Adjustment in my SLO(s) growth measure, and I have reviewed the tasks that need to be completed.

Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

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**Evaluator Use**

The “Plan for Attendance Adjustment” has been \_\_\_\_\_ approved \_\_\_\_\_ not approved.

Evaluator’s Name (Print) \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

A copy of this form will be given to the teacher, and the original will be kept in the building files.

# Walkthrough Form

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

Grade/Subject Area: \_\_\_\_\_

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

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

Time Walkthrough Begins: \_\_\_\_\_

Time Walkthrough Ends: \_\_\_\_\_

**Directions:** This form serves as a record of an informal walkthrough by the teacher’s evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS	
<input type="checkbox"/> Instruction is developmentally appropriate	<input type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input type="checkbox"/> Content presented is accurate and grade appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lesson to real-life applications	<input type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

<b>Evaluator Summary Comments:</b>

<b>Recommendations for Focus of Informal Observations:</b>

A copy of this form will be given to the teacher, and the original will be kept in the building files.

**NAME:** [Click here to enter text.](#)

**DATE:** [Click here to enter text.](#)

**Self-Assessment Summary Tool**

The *Ohio Standards for School Counselors* define expectations for Ohio’s school counselors based on what is known about the skills and practices of effective school counselors. The standards can be used as a guide for school counselors as they self-assess their professional effectiveness to identify their strengths and areas for additional professional growth.

One way for school counselors to self-assess is to respond to focused, guiding questions related to effective practices. This self-assessment tool offers both essential questions and statements for response.

**The school counselor should consider each of the statements below and choose the response that most accurately represents performance.**

**Standard One Essential Question(s): Have I engaged in collaborative planning within my school for a comprehensive school counseling program plan?**

	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I possess the knowledge and skills to design a comprehensive and proactive school counseling program.						
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
The school counseling program aligns with the school’s goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely



**Standard Two Essential Question(s): Do I effectively provide direct services to meet the academic, college/career and social/emotional development needs of my students?**

Curriculum Development: I possess the knowledge and skills to develop an effective school counseling core curriculum.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
<u>Individual Student Planning</u> : I work directly with students to support their academic progress and goals.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Individual Student Planning</u> : I work directly with students to develop their college and career-related knowledge, skills and pathways.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Individual Student Planning</u> : I work directly with students to support their social/emotional development, skills and mindsets.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Responsive Services</u> : I develop appropriate interventions for students as needed.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

**Standard Three Essential Question(s): Do I effectively make connections, build partnerships, consult and seek solutions, and provide referrals to meet my students' academic, career/college and social/emotional development needs?**

I partner with school personnel and parents/guardians to achieve common goals for student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I coordinate school and community resources and provide referrals as needed to support students and promote their success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
--	----------	------------	-------------	----------------	-----------------	-------------

**Standard Four Essential Question(s): Do I use data to plan, implement and continually improve my practice?**

I monitor student performance and progress.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I monitor the effectiveness of the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

**Standard Five Essential Question(s): Do I effectively advocate on behalf of students and the role of the school counseling program in creating a positive environment and meeting the needs of the whole child?**

I serve as a leader.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster a school environment that is inclusive of, responsive to, and safe for its diverse members.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

I advocate on behalf of students.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I advocate for my profession and the role that school counselors play in fostering student success and well-being.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

**Standard Six Essential Question(s): Do I demonstrate professionalism, model ethics and seek continuous professional learning?**

I seek ongoing, relevant and high-quality professional learning and growth.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I adhere to ethical standards and legal and professional codes.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate professionalism in my field	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

**Professional Growth Plan**

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor’s evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

**School Counselor Name:** [Click here to enter text.](#)

**Evaluator Name:** [Click here to enter text.](#)

Self-Directed     Collaborative

Goal One	<i>Choose the <b>Standard(s)</b> aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.</i>			
	<input type="checkbox"/> Comprehensive School Counseling Program Plan		<input type="checkbox"/> Evaluation and Data	
	<input type="checkbox"/> Direct Services for Academic, Career, and Social/Emotional Development		<input type="checkbox"/> Leadership and Advocacy	
	<input type="checkbox"/> Indirect Services		<input type="checkbox"/> Professional Responsibility, Knowledge & Growth	
	Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed
	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

Goal Two	<i>Choose the domain(s) aligned to the <b>Metric of Student Outcomes</b> goal.</i>			
	<input type="checkbox"/> Academic <input type="checkbox"/> College/Career <input type="checkbox"/> Social/Emotional			
	Goal Statement Demonstrating Ability to Produce Positive Student Outcomes		Action Steps & Resources to Achieve Goal	
	Evidence Indicators		Dates Discussed	
	Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed
	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

Comments: [Click here to enter text.](#)

School Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Improvement Plan**

Written improvement plans are to be developed when a school counselor receives an overall Ineffective rating. In addition, districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation 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.

**School Counselor Name:** [Click here to enter text.](#)      **Date of Improvement Plan Conference:** [Click here to enter text.](#)

**School Year:** [Click here to enter text.](#)      **Building:** [Click here to enter text.](#)

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

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

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

Goal(s)	Level of Performance Specifically Describe Successful Improvement Target(s)	Starting Date	Ending Date
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

**Section 3: Specific Plan of Action**

Describe in detail specific plans of action that the school counselor must take to improve his or her performance. Indicate the sources of evidence that the evaluator will use to document completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined
Click here to enter text.	Click here to enter text.

**Section 4: Assistance and Professional Development**

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

Click here to enter text.

Date for this Improvement Plan to Be Evaluated: Click here to enter text.

School Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Improvement Plan: Evaluation of Plan

School Counselor Name: [Click here to enter text.](#)

Date of Evaluation: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)

Building: [Click here to enter text.](#)

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

- Improvement demonstrated and professional standards met a satisfactory level of performance.
- Continue with the Improvement Plan for a specified amount of time.      Date: [Click here to enter text.](#)
- Recommend dismissal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.  
[Click here to enter text.](#)

*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.*

School Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

\* The level of performance varies depending on school counselor's years of experience.

**NAME:** [Click here to enter text.](#)

### School Counselor Evaluation Rubric

The **School Counselor Evaluation Rubric** is intended to be scored holistically. This means the evaluator will assess which level provides the best *overall* description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

<b>Standard One: Comprehensive School Counseling Program Plan</b> – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school’s goals and mission.				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	<p>The school counselor cannot articulate components of a comprehensive school counseling program.</p> <p>The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.</p> <p>The school counselor identifies no resources to implement the program.</p>	<p>The school counselor articulates all components of a comprehensive school counseling program.</p> <p>The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school’s goals and mission when a comprehensive school counseling program is being designed.</p> <p>The school counselor identifies resources needed to partially implement the program.</p>	<p>The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.</p> <p>The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school’s goals and mission when a comprehensive school counseling program is being designed.</p> <p>The school counselor identifies resources to fully implement the program.</p>	<p>The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.</p> <p>The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school’s goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.</p> <p>The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>



**Standard Two: Direct Services for Academic, Career and Social/Emotional Development** – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	<p>The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.</p> <p>The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.</p> <p>The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.</p>	<p>The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.</p> <p>The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.</p> <p>The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.</p>	<p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.</p> <p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.</p> <p>The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.</p>	<p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.</p> <p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.</p> <p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**Standard Three: Indirect Services: Partnerships and Referrals** – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	<p>The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor does not coordinate school and community resources to support students and promote their success.</p> <p>The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.</p>	<p>The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.</p> <p>The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.</p>	<p>The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor coordinates school and community resources to support students and promote their success.</p> <p>The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.</p>	<p>The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.</p> <p>The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**Standard Four: Evaluation and Data** – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	<p>The school counselor does not monitor student performance and progress.</p> <p>The school counselor does not monitor effectiveness of the program.</p>	<p>The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.</p> <p>The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.</p>	<p>The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.</p> <p>The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.</p>	<p>The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.</p> <p>The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**Standard Five: Leadership and Advocacy** – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	<p>The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.</p> <p>The school counselor does not advocate for nor responds to the needs of diverse populations.</p> <p>The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.</p> <p>The school counselor does not promote the program or the role of the school counselor in achieving the school’s mission and student success.</p>	<p>The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.</p> <p>The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.</p> <p>The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.</p> <p>The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school’s mission and student success.</p>	<p>The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.</p> <p>The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.</p> <p>The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.</p> <p>The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school’s mission and student success.</p>	<p>The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.</p> <p>The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.</p> <p>The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.</p> <p>The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school’s mission and student success, and contributes to the advancement of the school counseling profession.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**Standard Six: Professional Responsibility, Knowledge and Growth** – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	<p>The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.</p> <p>The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.</p> <p>The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.</p>	<p>The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p> <p>The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.</p> <p>The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p> <p>The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.</p> <p>The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.</p> <p>The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.</p> <p>The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

<b>Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.</b>				
	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Evidence</b>	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

**NAME:** [Click here to enter text.](#)

### Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
<b>Standard 1: Comprehensive School Counseling Program Plan</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Direct Services for Academic, Career and Social/Emotional Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 3: Indirect Services: Partnerships and Referrals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: Evaluation and Data</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 5: Leadership and Advocacy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 6: Professional Responsibility, Knowledge and Growth</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Metrics of Student Outcomes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Area of reinforcement:</i> <a href="#">Click here to enter text.</a>		<i>Area of refinement:</i> <a href="#">Click here to enter text.</a>		
<b>Final Summative (Overall) Rating</b>	<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>SKILLED</b>	<b>ACCOMPLISHED</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check here if Improvement Plan has been recommended.

School Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Informal Observation/Walkthrough: Open-Ended Form**

**School Counselor Name:** Click here to enter text. **Activity Observed:** Click here to enter text. **Date:** Click here to enter text.

**Evaluator Name:** Click here to enter text.

**Time Informal Observation Begins:** Click here to enter text. **Time Informal Observation Ends:** Click here to enter text.

*Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.*

TIMES	OBSERVATIONS
Click here to enter text.	Click here to enter text.
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	

Evaluator Summary Comments:
Click here to enter text.

**Evaluator Signature** \_\_\_\_\_

**Photocopy to School Counselor**



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Memorandum of Understanding Regarding Kindergarten Teachers Hired Through  
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Memorandum of Understanding Regarding An Instructional Coach Hired Through  
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Memorandum of Understanding Regarding Teachers Performing Additional Instructional  
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Memorandum of Understanding Regarding Media Specialists' Duties ..... Attachment d

\*\*\*\*\*  
**CERTIFICATE**  
**(O.R.C. 5705.412)**  
\*\*\*\*\*

RE: Fairfield Classroom Teachers' Contract  
(Description of contract or expenditure)

IT IS HEREBY CERTIFIED that the FAIRFIELD CITY SCHOOL DISTRICT BOARD OF EDUCATION has in effect for the remainder of the fiscal year and the succeeding fiscal year the authorization to levy taxes including the renewal or replacement of existing levies which, when combined with the estimated revenue from all other sources available to the district at the time of certification, are sufficient to provide operating revenues necessary to enable the district to maintain all personnel and programs for all the days set forth in its adopted school calendars for the current fiscal year and for a number of days in succeeding fiscal years equal to the number of days instruction was held or is scheduled for the current fiscal year, except that if the above expenditure is for a contract, this certification shall cover the term of the contract, and if the above expenditure is for a wage or salary schedule, this certification shall cover the term of the schedule.

DATED: May 4, 2017

FAIRFIELD CITY SCHOOL DISTRICT  
BOARD OF EDUCATION

BY: Nancy L. Lane  
Treasurer

BY: Bill [Signature]  
Superintendent of Schools

BY: Dan [Signature]  
President, Board of Education