

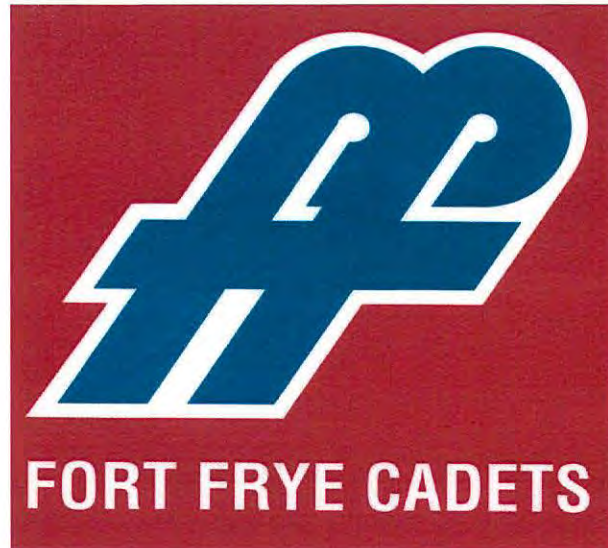


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NEGOTIATED AGREEMENT

between the

FORT FRYE TEACHERS' ASSOCIATION



**FORT FRYE LOCAL SCHOOL DISTRICT
BOARD OF EDUCATION**

July 1, 2017 through June 30, 2020



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ARTICLE I -- RECOGNITION

- 1.01 The Fort Frye Local School District Board of Education, hereinafter referred to as the "Board" or "District," recognizes the Fort Frye Teachers' Association (OEA/NEA), hereinafter referred to as the "Association," as the sole and exclusive bargaining representative for all professional, non-supervisory personnel as deemed certified by the State Employment Relations Board both full and regular part-time under contract on a daily basis, employed by the District performing by way of illustration only and not limited to the duties of classroom teachers (K-12), special, vocational, guidance counselors, librarians, school nurse(s), department heads, athletic directors and head teachers. The Association recognizes that the Superintendent, principals, other administrative personnel as defined in Chapter 4117 of the Ohio Revised Code, district psychologist, substitutes, tutors and non-certified employees are excluded from the bargaining unit.

ARTICLE II -- NEGOTIATIONS PROCEDURE

2.01 Procedure

Either the Association or the Board may initiate negotiations by a Notice to Negotiate forwarded to the other party no earlier than March 1 of the year of the expiration of the agreement. Within fifteen (15) working days of transmittal of said notice, the parties shall hold their first negotiation session. The first negotiation session shall be for the purpose of exchanging proposals and determining any ground rules deemed necessary. At any negotiation session, either party may be represented by no more than five (5) representatives, including consultants. Neither party shall have control over the selection of the bargaining representative of the other party.

2.02 Scope of Bargaining

The Board and the Association agree that the mandatory subjects of bargaining include wages, hours and terms and other conditions of employment, and the continuation, modification or deletion of an existing provision of the Negotiated Agreement between the parties.

2.03 Dispute Settlement Procedure

- A. Thirty (30) calendar days prior to the expiration of the agreement, either party may call for the services of the Federal Mediation and Conciliation Service (FMCS) to assist in negotiations. If a party calls for FMCS involvement, the other party shall join in a joint request.
- B. This dispute resolution procedure is mutually agreed to by the parties under Ohio Revised Code

§4117.14 (C) (1) (f) and is intended to supersede the dispute procedures contained in Ohio Revised Code §4117.14.

C. The mediation period shall end thirty (30) calendar days from the day the initial mediation session is held. The mediation period may be extended beyond the thirty (30) days by mutual agreement of the parties.

D. Both parties agree that this procedure is the final step in negotiations.

2.04 Agreement

When final agreement is reached through negotiations, the outcome shall be reduced to writing, and within ten (10) calendar days, it shall be submitted to the Association for ratification. Following ratification by the Association, the agreement shall, within ten (10) calendar days, be submitted to the Board for ratification. Upon official ratification by the Board, the Agreement shall be signed by both parties.

2.05 No Strike/No Lockout

During the term of this agreement, the Association will not engage in a strike as set forth in Chapter 4117 of the Ohio Revised Code, nor will the Board lock out the Association during the term of this agreement.

ARTICLE III -- GRIEVANCE PROCEDURE

3.01 A grievance is an alleged violation, misinterpretation or misapplication of the written agreement entered into between the Board and the Association setting forth the understanding of the parties upon those matters negotiated and agreed upon.

3.02 A grievant shall mean an employee, or a group of employees of the Association within the bargaining unit, alleging that some violation, misinterpretation or misapplication of the aforementioned agreement has occurred. A grievance alleged to be a "group" grievance shall have arisen out of the same or similar circumstances affecting each member of said group.

3.03 The grievant shall receive fair and prompt treatment without fear of reprisal. All proceedings shall be handled in a confidential manner in accordance with these provisions.

3.04 A day shall mean a calendar working day. (If a grievance begins in, or extends into the months of June,

July or August a mutually agreed upon timeline may be utilized.) The number of days indicated at each level shall be considered as maximum and shall not be exceeded. Lack of adherence to time limits by the grievant shall result in a waiver of the right to proceed unless mutual agreement of the concerned parties is available.

- 3.05 Election of remedies: A grievant shall not be denied his/her legal rights under the law; provided, however, upon the filing of a complaint by the grievant or on the grievant's behalf in any court of competent jurisdiction demanding relief upon a matter which is the subject of a pending grievance, such filing shall be deemed a waiver of the rights granted herein, and the grievance shall be dismissed.
- 3.06 Copies of the documents pertaining to a grievance which has been filed shall be placed in a file of the Treasurer of the Board and the President of the Association. The Treasurer shall make these available only to the members of the Board, the Superintendent, and by court order. The grievant may request that all proceedings be destroyed after three (3) years.
- 3.07 No grievant may be represented by any teacher organization other than the Association in any grievance procedure initiated pursuant to this procedure.
- 3.08 No grievant shall be denied the right to Association legal advice and/or counsel in any of the levels listed below, but representation at Level One shall be limited to representation by a full-time employee of the District.
- 3.09 A grievance may be withdrawn at any level without prejudice or record.
- 3.10 Copies of all written decisions of grievances shall be sent to all parties involved: the Association President, the aggrieved, the Treasurer, the President of the Board and the administration's and grievant's representative.
- 3.11 Forms for processing grievances shall be made available through all administrative offices in each building, the central administration building, and through designated officials of the Association. (See Appendixes J and K.)
- 3.12 At each level of the grievance procedure, if a written response is not forthcoming in the stated number of days, the grievance shall automatically be considered advanced to the next level except arbitration.
- 3.13 Level One -- Informal
 - A. A teacher(s) with a grievance must have first discussed this grievance with the Fort Frye Teachers' Association grievance committee.

- B. If part A does not resolve the grievance to the grievant's satisfaction, then this grievance will be discussed with his/her immediate supervisor before a grievance will be filed. However, if the immediate supervisor indicates he/she has no authority to remedy the grievance, the grievance may be initiated at Level Three. The grievance will have been discussed within twenty (20) working days after the alleged grievance occurs, or the grievant has knowledge of the occurrence.

3.14 Level Two -- Formal

- A. If the informal discussion does not resolve the grievance to the satisfaction of the employee, such employee shall have the right to lodge a written grievance with such employee's building principal. If such grievance is not lodged within nine (9) working days following the discussion at Level One, the grievance shall no longer exist. The written grievance shall be on a standard form supplied by the Board (see Appendices J and K) and shall contain a statement of the facts upon which the grievance is based and a reference to the specific provision of the written agreement allegedly violated, misinterpreted, or misapplied. A copy of such grievance shall be filed with the Superintendent. Upon written request, a hearing shall be conducted within ten (10) days after the receipt of such request. The aggrieved employee shall be advised in writing of the place, date, and time, mutually agreed upon by all parties, of such hearing with a forty-eight (48) hour advance notice.
- B. The building principal shall take action on the written grievance within five (5) days after the receipt of said grievance, or, if a hearing is requested, within five (5) days after the conclusion of said hearing. The action taken and the reasons for the action shall be reduced to writing, and copies shall be sent to the employee, the superintendent, the Treasurer of the Board, the President of the Association, and the grievant's representative.

3.15 Level Three -- Formal

- A. If the action taken by the building principal does not resolve the grievance to the satisfaction of the employee, such employee may appeal in writing to the Superintendent within five (5) days from the receipt of the written notice of the principal's action on said grievance. Upon request, a hearing shall be conducted by the Superintendent within ten (10) days after receipt of the request. The aggrieved employee shall be advised in writing of the time, place, and date of such hearing with a forty-eight (48) hour advance notice.
- B. The Superintendent shall take action on the appeal of the grievance within five (5) days after receipt of the appeal, or, if a hearing is requested, within five (5) days after the conclusion of such hearing. The action taken and the reasons for the action shall be reduced to writing, and copies shall be sent to the employee, the Treasurer of the Board, the building principal, the President of the Association and the grievant's representative.

3.16 Level Four -- Formal Action with Arbitration

- A. If the Association is not satisfied with the disposition at Level Three, the Association may request within five (5) days after receipt of the written notice of the action taken by the Superintendent that the issue be submitted to arbitration.
- B. The arbitrator shall be selected in accordance with the voluntary rules of the American Arbitration Association (AAA). If no arbitrator is selected after two (2) lists, then the arbitrator shall be selected from a list of seven (7) arbitrators provided by AAA in accordance with the alternate strike method. Information submitted to the arbitrator shall be confined to the information and positions related in the lower levels of the grievance proceedings relative to the parties concerned.
- C. The arbitrator shall have no power to alter, add to, or subtract from the terms of the agreement, nor to make any award which is inconsistent with the terms of the agreement or contrary to law.
- D. The arbitrator shall make his/her report and recommendations to the aggrieved, the Superintendent, the Treasurer of the Board, the President of the Board, the President of the Association, and the grievant's representative. The arbitrator's decision shall be binding upon the parties. The award shall be made within thirty (30) days following the close of the hearing.
- E. The cost of the arbitrator's fees shall be split equally by the Board and the Association; however, any cancellation fees assessed shall be the sole responsibility of the party seeking the cancellation unless it is mutually agreed that the hearing shall be canceled (if so, costs shall be split).

ARTICLE IV -- LEAVES OF ABSENCE

4.01 Sick Leave

- A. Each full-time certified employee shall accumulate sick leave at the rate of one and one-fourth (1-1/4) days per month. (Consistent with past practice, each part-time employee shall continue to accumulate sick leave at the rate of one and one-fourth (1-1/4) days per month prorated on the basis of such part-time service; this provision supersedes the formula for the accrual of sick leave for part-time employees that appears in Ohio Revised Code Section 3319.141.)
- B. A new employee shall provide a certified record of the accumulated sick leave from his/her former employer. A new employee who transfers from another Ohio public agency or school district shall be credited with the unused balance of the employee's accumulated sick leave as certified by the

former employer, provided that his/her employment in the District takes place within ten (10) years of the date of the last termination from public service.

- C. The employee is required to furnish a signed statement on forms prescribed by the Board when using sick leave. When more than three (3) consecutive sick days are used, a licensed physician's statement may be required as to the nature of the employee's illness. No sick leave may be granted to an employee after his or her retirement or termination of employment. Falsification of the statement is grounds for suspension or termination of employment under §3319.16 of the Ohio Revised Code.
- D. Sick leave may be used for personal illness, injury, exposure to contagious disease and illness or death in the employee's immediate family. Immediate family is defined as spouse, children, father, mother, step-parent, step-children, grandparents, grandchildren, father-in-law, mother-in-law, and anyone who resides within the employee's household and for whom the employee is responsible. In the case of illness within the immediate family, if more than three (3) consecutive sick leave days are used, a physician's statement may be required to verify the need of said employee's presence.
- E. Sick leave days shall be accumulated up to two hundred ten (210) days.
- F. Principals shall periodically review the use of sick leave of all employees working under their supervision. If the review indicates that an employee's use of sick leave is excessive, questionable, or not in accordance with the sick leave policy, the principal shall write a report of the review and shall give a copy to the employee. If the employee's attendance does not improve, a statement from a physician may be required for all future absences up to ten (10) days. Any employee who misuses sick leave shall be subject to disciplinary action.
- G. A bargaining unit member may transfer a maximum of seven (7) days of sick leave in any one (1) fiscal year to any other bargaining unit member(s) who has exhausted his or her accumulated sick leave and personal leave as a result of an extended illness or injury. A doctor's statement of need for an employee's extended absence shall be required. The Local Union President shall provide the list of employee names and number of donated days to the Treasurer. A maximum of forty (40) days sick leave may be transferred to the benefit of an employee. In extreme cases there may need to be a case by case consideration. The transferred days will not act as accumulated sick leave for the employee. This will be on a volunteer basis only.
- H. Employee may earn an incentive for limited use of sick leave per contract year:
 - 0-1 days used: \$300
 - 2 days used: \$200
 - 3 days used: \$100

Employees are ineligible for this incentive if they use donated leave or take leave without pay. Payment will be made the second pay in July.

4.02 Family Hardship Leave

Sick leave shall be granted for death and/or illness of a family member outside the immediate family. (Immediate family is defined in Paragraph 4.01 [D].) Family hardship leave is limited to three (3) days per school year. Additional days may be granted upon request and approval by the Superintendent.

4.03 Assault Leave

Any certificated employee of the Board who is assaulted by a student of the District or the immediate family of such student while in the course of such teacher's employment and who is temporarily disabled by any injury resulting from such assault shall continue to receive all benefits hereinafter provided; however, such leave will not be charged to sick leave or any other leave. To receive assault leave, the certificated employee is required to file charges and participate in criminal proceedings. The certificated employee shall apply for Workers' Compensation. If Workers' Compensation benefits are paid, the Board shall pay to such employee the difference between the benefits received and the employee's regular salary. On those days for which payment is made to the injured employee by the Bureau of Workers' Compensation, there shall be no deduction from the accumulated sick leave of the certificated employee. Assault leave as provided herein shall not exceed one hundred eighty four (184) days from the date of injury. Assault leave shall terminate at such time Workers' Compensation payments are terminated or a licensed physician indicates proper time for reinstatement, whichever occurs first.

4.04 Leave of Absence

- A. A leave of absence shall be defined as a period of extended absence from duty without pay for which a request was submitted by a bargaining unit member and approval was given by the Board.
- B. Each request for a leave of absence will be considered by the Board upon its individual merits with the following guidelines:
 - 1. A leave of absence may be granted by the Board for a period of not more than two (2) consecutive school years.
 - 2. A leave of absence may be granted by the Board for service in the armed forces providing the service is required by the United States government.
 - 3. A leave of absence for professional improvement may be granted by the Board for a period of

one (1) school year.

4. The bargaining unit member may pay for his/her own fringe benefits during this leave of absence at group rates.
5. No more than two (2) people per year can participate; the decision will be based on the number of years of seniority at Fort Frye.
6. Upon receiving the leave, the employee will not, during said leave, work as a full or half-time teacher in another K-12 setting.
7. The request, stating the reason for the leave, must be received by the board no later than June 15. All leave requests will be acted upon at the regular June Board meeting.

4.05 Pregnancy Leave

- A. Accumulated sick leave may be used by any teacher for reasons of pregnancy. Upon receiving a doctor's statement, sick leave shall be granted for six consecutive weeks. Upon certification of the attending physician in writing to the Superintendent that such teacher is unable to perform her assigned duties, the period of sick leave for maternity purposes shall be extended as determined by the teacher and the attending physician.
- B. Sick leave, as authorized under this section, shall not exceed that number of accumulated and unused sick leave days to the credit of the teacher and earned during the period of such leave.
- C. Any teacher whose accumulated sick leave days or transferred sick days are insufficient to cover the period of leave as set forth in section A above shall be granted maternity leave without pay for the remainder of the six (6) weeks. However, hospital and other fringe benefits shall be paid for by the Board. Upon certification of the attending physician in writing to the Superintendent that such teacher is unable to perform her assigned duties, the period of interim maternity leave without pay shall be extended as determined by the attending physician. During the extension of the interim maternity leave, the fringe benefits may be extended by the teacher at her own expense.
- D. No leave authorized pursuant to this section shall extend beyond the current school year.

4.06 Maternity/Paternity Leave

- A. Leave rights: In addition to the pregnancy leave, a teacher who is pregnant or adopting a child shall be granted a leave of absence without pay for maternity/paternity or adoption to begin at any time between (a) the commencement of pregnancy, or, in the case of adoption, the receipt of custody, or

(b) the period during which sick leave is authorized pursuant to Sections A and B of pregnancy leave. Such leave shall be for a period not to exceed the balance of the current school year, and it may be extended upon the approval of the Board upon application for extension.

- B. Application for extension: Application for maternity/paternity leave shall be in writing and it shall contain a statement of the expected date of birth, or, in the case of adoption, the date of obtaining custody, the date on which the leave of absence is to commence, and the date the teacher expects to return to service. Such application shall be made no less than thirty (30) days prior to the beginning of such leave. No leave of absence shall extend beyond the term of such teacher's limited contract.
- C. Reinstatement rights: Upon return from approved maternity/paternity leave at the time set forth in the application for leave, the teacher shall be assigned to a position for which the teacher holds a valid unexpired certificate. If the teacher desires to return to service prior to the stated date of application for such leave, the teacher shall notify the Superintendent in writing that an early return to service is requested and the date upon which the teacher wishes to return. Upon recommendation of the Superintendent, the Board may authorize the early return of such teacher. Failure of the teacher to return on the date stated on the application (of extension) as authorized by the Board may be cause for disciplinary action as the Board deems necessary.
- D. Benefits during maternity/paternity leave: Fringe benefits may be continued at the teacher's own expense.

4.07 Military Leave

Military leave shall be granted to teachers pursuant to the Ohio Revised Code.

4.08 Professional Leave

- A. A Professional leave fund shall be included in the budget of the Board. The amount shall be determined by the Board and the Association. The overall needs of the educational program and the financial resources available shall be considered to determine an appropriate amount.
- B. Application for such leave shall be filed with the building principal ten (10) school days prior to the date of such leave. Leave shall be granted only by the Superintendent upon the recommendation of the building principal. Professional leave shall be related to the teacher's instructional program or supplemental position and shall be in line with the overall building instructional needs. Federal guidelines shall be taken into consideration. The teacher(s) may be requested to present a report on the seminar, workshop, or conference attended to the instructional staff.
- C. Staff members will be reimbursed for the following cost categories:

1. Travel by motor vehicle -- established Board rate per mile;
2. Cost of meals - Eight Dollars (\$8.00) maximum for breakfast
Twelve Dollars (\$12.00) maximum for lunch
Sixteen Dollars (\$16.00) maximum for dinner

Meals are reimbursable for overnight travel only. One day Professional Development meals are not included unless included in registration cost.

3. A maximum One Hundred Forty Dollars (\$140.00) per day for lodging unless otherwise approved by the Superintendent;
4. Parking fees; and,
5. Registration fees for workshops or conferences.

Itemized Receipts are necessary for all expenses except item 1.

- D. To be reimbursed, staff members shall turn in appropriate receipts and forms to the Treasurer's office in accordance with the following:
1. Any professional leave utilized during the period from September through February, appropriate receipts and forms will be due to the Treasurer's office by March 15, with reimbursement by the Treasurer distributed by April 15.
 2. Any professional leave utilized during the period from March through August, appropriate receipts and forms will be due to the Treasurer's office by September 15, with reimbursement by the Treasurer distributed by October 15.
 3. The total annual amount for the Professional Leave Fund is Eight Thousand, Five Hundred Dollars (\$8,500). This amount will be divided in half (\$4,250) in accordance with the utilization periods (as in #1 and #2). Any remaining balance of the (\$4,250) allocation of the Professional Leave Fund that is not utilized in the first professional leave period (September-February) shall be carried over to the next professional leave period (March-August).
 4. Reimbursement cannot exceed the total cost incurred by the bargaining unit member for each conference. Reimbursement shall be made by the following formula:

$$C/T \times B = R$$

C = budgetary cap
T = total amount of first choice conferences
B = bargaining unit member's incurred cost (shown on submitted receipts)
R = reimbursement

- E. If a conference has a registration fee of \$200 or more, the staff member may request the board to pay the registration fee and then this amount will be deducted from said member's reimbursement.
- F. If fees are to exceed limitations and/or require air travel, prior approval of the Board is necessary.

4.09 Sabbatical Leave

- A. A public school teacher who has completed five (5) years of service may, with the permission of the Board and the superintendent, be entitled to take a leave of absence with or without part pay, for one (1) or two (2) semesters subject to the following restrictions: The teacher shall present to the Superintendent for approval a plan for professional growth prior to such grant of permission, and at the conclusion of the leave provide evidence that the plan was followed. The teacher may be required to return to the District at the end of the leave for a period of at least one (1) year, unless the teacher has completed twenty-five (25) years of teaching in this state.
- B. The Board may not grant such a leave unless there is available a satisfactory substitute, nor grant such leaves to more than five percent (5%) of the professional staff at any one (1) time, nor allow a part salary in excess of the difference between the substitute's pay and the teacher's expected salary, nor grant a leave longer than one (1) school year, nor grant a leave to any teacher more often than once for each five (5) years of service, nor grant a leave a second time to the same individual when other members of the staff have filed a request for such a leave.
- C. Teachers on approved sabbatical leaves of absence shall be kept on the payroll records and shall be permitted to continue participation in the group insurance under federal COBRA Law provided to teachers by paying to the Treasurer on a monthly basis the full cost of the premiums for such coverage.

4.10 Jury Duty Leave

When it becomes necessary for a bargaining unit member to accept jury duty, the bargaining unit member shall be paid full salary provided such member provides documentation from the court that the staff member reported to jury duty. Such leave shall not be deducted from any other type of leave.

4.11 Association Leave

- A. The Association shall be granted seven (7) teacher days annually for its representatives to attend professional meetings of the Ohio Education Association. Such leave will be requested in writing by the Association President to the Superintendent three (3) days prior to the use of such leave and shall not be charged against any leave otherwise granted.
- B. If the Board does not appropriate funds for professional leave due to financial problems, the Association may request leave with the Association reimbursing the Board for the substitute's wages.

4.12 Personal Leave

- A. Certificated employees shall be granted three (3) unrestricted days annually to conduct personal business. However, personal leave shall not be granted for the last two (2) weeks of the school year (or professional development days) without approval of a written narrative submitted to the Superintendent by the applicant. The principal or his/her designee shall approve the application. The granting of such leave shall not be required if such leave has been granted to twenty percent (20%) of the certificated staff of the building to which the applicant is assigned or two (2) persons, whichever is greater.
- B. Application for such leave shall be submitted to the Superintendent 48 hours prior to the beginning of such leave. In cases of emergency, the teacher will indicate why prior notice was impossible. If personal leave is not approved, the teacher will be given at least twenty-four (24) hours notice to make other arrangements or appeal the decision to the Superintendent. Leave may be granted without pay if applied for within three (3) days with prior notice and reasons for said leave stated.
- C. At the end of a contract year, each bargaining unit member will choose one of the following options for any unused personal leave:
 - 1. Unused personal leave will be rolled over to sick leave unless the member has reached the maximum allowed sick leave accumulation.
 - 2. Members will be granted the rate of \$100 (or the current rate of Fort Frye retired teacher substitute pay, whichever is higher) per day for any unused personal leave. This payment will be made for up to a maximum of three (3) days for any contract year and payment will be made in the second pay of July.
 - 3. Unused personal leave may be rolled over to personal leave. Personal leave may accumulate up to a maximum of five (5) days.

Failure to complete the district provided form in regard to personal leave by the last teacher

workday will result in default to option 1 unless the member has the maximum allowance of sick leave then they will be cashed out.

- D. Certificated employees that are hired or meet the sixty day qualification for benefits will have their personal leave prorated. If the first (1st) day of the sixty day requirement begins:

prior to November 30 - three (3) days
December 1 - January 15 - two (2) days
January 16 - March 15 - one (1) day
March 16 - end of year - zero (0) days

ARTICLE V -- COMPENSATION

5.01 Salary and Index

The BA step 0 base salary shall be increased by 4% for 2017-2018, 2% for 2018-2019, and 1% for 2019-2020.

5.02 Co-Curricular Activity Salaries

The salary schedule for co-curricular activities appears in Appendices D, E, and F of this agreement.

5.03 Athletic Coaching Salaries

The salary schedule for athletic coaching appears in Appendices G, H, and I of this agreement.

5.04 Athletic Director

- A. The Athletic Director shall be granted three periods of an eight-period day for Athletic Director duties, with one period being the first period of the day and not including the regular teacher planning period.
- B. The Athletic Director will be compensated for hosting any events or completing other duties on behalf of the OHSAA when funding is provided by the OHSAA.

5.05 Summer Curriculum Work

Payment for summer curriculum work may be budgeted by the Board in an amount to be determined by the Board which would be appropriated to the overall needs of the educational program and in relation to the financial resources available. The building priority needs will be determined by the staff and principal. If said work is approved by the Board, the rate of pay will be Twenty-one Dollars (\$21.00) per hour.

5.06 Local Professional Development Committee (L.P.D.C.)

- A. There shall be one local professional development committee serving the Fort Frye Local School District. It shall have two members: one (1) teacher selected by the bargaining unit, and one (1) administrative representative selected by the Board.
- B. A member of the L.P.D.C. may be removed by agreement between the Association President and the Superintendent, but only by reason of non-participation or failure to abide by the governing by-laws.
- C. The bargaining unit member of the L.P.D.C. shall receive \$700 for his/her participation in the work of the committee.
- D. The stipend shall be paid on the first paycheck in June.

5.07 Teacher Mentoring

- A. Application forms for those Bargaining Unit Members who wish to be considered for appointment as a Mentor are available in the school office. The following eligibility criteria apply:
 - 1. A Mentor normally must have at least five (5) years of teaching experience in the District.
 - 2. A Resident Educator Mentor must complete ODE-required mentor training. The Board will pay the cost of such mandatory training.
 - 3. A Mentor must have received an overall evaluation rating of either Accomplished or Skilled on his/her most recent evaluation conducted under Article XIII of this Agreement.
 - 4. A mentor will be selected first from the appropriate building, then within the same subject area (or as close as possible) and lastly by seniority.

B. Other than a notation to the effect that a teacher served as a Mentor, the teacher's activities as Mentor shall not be part of the teacher's evaluation. A Mentor shall not participate in the evaluation of any Mentee. No Mentor shall be directed to make any recommendation regarding the continued employment of a Mentee. Mentors and Mentees shall keep confidential all discussions, actions, and materials relevant to the Mentor/Mentee relationship except as otherwise required by law. A Mentor shall communicate directly with his/her Mentee and will not be required to report on the performance of the Mentee to any administrative or other employee. The regular job performance evaluations of a Mentor under Article XIII of this Agreement shall not be affected in any aspect by the District's mentoring program or its implementation.

C. Resident Educator

The District will establish and maintain a four-year Resident Educator Program consistent with Ohio law and Ohio Department of Education ("ODE") standards. A Mentor will receive appropriate consultation time with his/her assigned Resident Educator ("RE") and use appropriate formative assessment tools and protocols to support the RE. Release time will be provided to the Mentor and RE as agreed with the school principal.

A Resident Educator Mentor will receive compensation at the rate of seven hundred dollars (\$700) per year for mentoring an RE in years 1 or 2 of the RE Program. Upon receipt of appropriate documentation, the Mentor will be paid on the first regular pay date following completion of the academic year.

D. The District will assign a mentor to any teacher required to have a mentor per state law or Ohio Department of Education requirements. For example, when a teacher must seek an additional teaching licensure to be qualified for the teaching assignment to which he/she is assigned and is issued an alternative or temporary teaching licensure by the Ohio Department of Education, a Mentor will be assigned to this teacher. Further, the District will provide a Mentor to any teacher new to the District during his/her first year. These Mentors are expected to meet minimally one time per month August through May each calendar year with the Mentees, and record this time on the form provided by the District. These mentors will be compensated at the rate of \$400 per year. Upon receipt of appropriate documentation by May 15, the Mentor will be paid on the first regular pay date following completion of the academic year.

5.08 Compensation for Substituting Pay

- A. Every reasonable effort shall be made to secure a regular substitute prior to requesting a regular teacher to serve as a substitute.
- B. When a full-time bargaining unit employee is to substitute for an absent bargaining unit employee,

(s)he will be compensated at the rate of 25% of the Fort Frye retired teacher substitute base pay per classroom period (high school) or 25% of the substitute daily base pay per hour (elementary) for all substitute duty.

- C. In those cases where substitutes are not available, or it is more efficient to utilize bargaining unit members, any teacher(s) directly impacted from such a reassignment and who agree, may be utilized as substitutes to cover a class or classes (whole or part).

The building administrator, or his/her designee, shall create a list of possible substitutes to utilize based on seniority within the affected building. The substitution procedure selection process may be developed and rotated on most to least seniority and/or common planning period with the affected substitute time required.

- D. The administrator, or his/her designee, requesting an employee substitute for an absent member shall issue the reimbursement forms to the employee. The employee, at the conclusion of the work day, shall submit the forms to the principal.
- E. Payment will be made in the first pay following the submission of the absentee report and substitute form verifying substitution. In order for the substitute to be paid, all forms must be submitted according to the payroll date deadline schedule posted in each building. Missing the deadline will result in non-payment.
- F. The Board, or its designee, will maintain a record of all such assignments, substitutions and payments.

5.09 Pay Periods

All bargaining unit members shall receive their contracted salary in bi-weekly payments during the duration of the contract.

5.10 Pay for Partial Year

Bargaining unit members will be granted one (1) year of teaching experience for completing one hundred twenty (120) or more teaching days within one (1) school year. This experience will be credited after completion of the school year.

5.11 Teaching Experience

The Board shall recognize “years of teaching experience” as follows:

- A. All teachers presently employed by the Board shall be paid salary as set forth in the teachers' salary schedule.
- B. A year of teaching experience in the District shall consist of at least one hundred twenty (120) days under a teacher's contract.
- C. For teachers newly employed in the District, a contracted teacher with verified experience from a public, chartered nonpublic school, or an educational institution (medical institution for school nurses) approved by the Superintendent with one hundred twenty (120) days shall be placed on the salary schedule as follows:
 - 1. One (1) to ten (10) years' experience will be placed on the salary schedule per years' experience.
 - 2. Ten (10) years' experience or more will be placed on the salary schedule at ten (10) years.
- D. One (1) year of teaching experience will be recognized for each year of one-half (1/2) day assignment of at least one hundred twenty (120) days under a teacher's contract. (One-half [1/2] day is defined as a minimum of three and three-quarter [3-3/4] hours.)
- E. A teacher, upon fulfilling the requirements for the next degree, hour, or column on the salary schedule, will be placed on such column by transcript or degree verification. Verification shall consist of the teacher presenting a transcript or other official document that shows the hours or degrees. The increase shall be effective at the beginning of the year if notified by September 15 or for one-half (1/2) year by January 15. To be placed at the Masters +15 or the Masters +30 level, a bargaining unit member must have accumulated 15 or 30 graduate hours respectively other than those specified for his/her master's degree.
- F. Teachers who begin employment beginning the second semester shall receive their increments at mid-year.
- G. Active military service in the Armed Forces of the United States shall be used as years of teaching experience. For purposes of this calculation, a partial year of active military service of eight (8) continuous months or more in the armed forces shall be counted as a full year. "Armed Forces" of the United States, as used in this section, include Army, Navy, Marine Corps, Coast Guard, Auxiliary Corps, Red Cross nurse serving with the Army, Navy, Air Force, or hospital service of the United States, full time service with the American Red Cross in a combat zone, and such other service as is designated by the Congress as included therein.
- H. Previously accumulated unused leave days shall be restored to all teachers returning to the system,

provided that such teachers return to the District within ten (10) years from the date of the last termination from public service.

- I. Regular substitute teachers who are appointed regular teachers shall be given service credit of one (1) year for each one hundred twenty (120) days taught as a regular substitute teacher in the District.

5.12 Part-time Staff

- A. Any bargaining unit member who is under contract to work three and three-quarter (3 3/4) hours or less per day shall be considered a part-time staff member.
- B. In order to be eligible for fringe benefits, a bargaining unit member must be under contract to regularly work more than three and three-quarter (3 3/4) hours per day.
- C. For the duration of this agreement, any bargaining unit member hired prior to July 1, 2014, receiving full benefits shall not lose these benefits while employed at least three and one-half (3 1/2) hours per day by the Fort Frye Local School District.

5.13 Re-employment of retired teachers

- A. Re-employed teachers will be placed at step 0, at the appropriate educational level. Thus they will be considered new employees.
- B. Re-employed teachers are eligible for Board paid health care, prescription drug plan, and dental plans. The re-employed teacher will be charged the employee share of the costs for insurance the same as those charged to other employees covered under the negotiated master agreement.
- C. Re-employed teachers will be responsible for all the employee's share of STRS.
- D. There will be zero sick leave carried over as the severance package eliminates all such leave. They will not be eligible for future severance considerations. Sick leave may be accrued according to the contract.
- E. Salary schedule advancement will be the appropriate educational level times years of new rehired service.
- F. The re-employed teachers will receive life insurance as per contract.
- G. The Board shall follow the following sequence for limited contracts:

1. Two (2) one- (1) year contracts:
2. Two (2) year contracts thereafter.

Each contract will expire automatically at the end of the contract year.

5.14 Teacher-Based Team Leader

Teacher-based team leader positions will be posted in the spring for the following year along with the supplemental positions. Teacher-based team leaders will be responsible for performing the duties listed in the job description.

- A. Teacher-based team leaders will be paid up to one (1) hour at the summer-curriculum rate for pre and post preparation work related to building-level or other team meetings that last approximately two hours or less. For meetings that last more than two hours, the teacher-based team leader will be paid up to .25 hours at the summer curriculum rate for each hour in excess of two (2) hours for pre and post preparation work. Teacher-based team leaders will also be paid the summer curriculum rate to attend meetings or trainings outside of the contractual work day that they are required to attend by the District as part of their leadership role. Minutes from teacher-based team meetings and time sheets are due within five school days of the teacher-based team meeting.
- B. Possible teacher-based team leader positions include building and district-level continuous improvement teams.

5.15 Annual Notice of Salary

With respect to the year in which this Agreement expires, the parties agree that the annual notice of salary required by Ohio Revised Code 3319.12 for the following school year will be furnished by July 1 or not later than thirty (30) days after ratification of the parties' successor agreement, whichever deadline occurs later.

ARTICLE VI -- FRINGE BENEFITS

6.01 Insurance (Medical/Prescription Drug Insurance)

Effective January 1, 2018, the Board's current medical insurance plan for insurance-eligible employees will be superseded and replaced by the High Deductible Healthcare Plan (HDHP) and Health Savings

Account (HSA) option previously identified and recommended by the District's Insurance Committee. This HDHP/HSA plan will be administered in accordance with the following principles:

- A. The HSA shall be available to each insurance-eligible employee who is also legally qualified to participate in an HSA. Any contribution by an employee to his/her HAS (up to the maximum limits provided by law) will be made by payroll deduction each pay as authorized by the employee on the form provided by the District Treasurer for this purpose. The HSA will be maintained by the employee for his/her exclusive benefit and that of his/her beneficiaries. Distributions from the HSA may be made at any time at the employee's discretion. The employee is responsible for substantiating that the distribution is for qualified medical expenses.
- B. Following initial enrollment during the District's medical insurance "open enrollment" period in November 2017, the employee will receive a one-time contribution from the Board, on the first business day in 2018, of \$2,000 for single coverage or \$4,000 for family coverage. Following initial enrollment during the District's medical insurance "open enrollment" period in November 2018, or in the case of continued enrollment by a holdover employee, the employee will receive a one-time contribution from the Board, on the first business day of 2019, of \$1,600 for single coverage or \$3,200 for family coverage. Following initial enrollment during the District's medical insurance "open enrollment" period in November 2019, or in the case of continued enrollment by a holdover employee, the employee will receive a one-time contribution from the Board, on the first business day of 2020, of \$1,400 for single coverage or \$3,040 for family coverage.
- C. It is recognized that an insurance-eligible employee may be or become legally ineligible to participate in an HSA (through, for example, participation in Social Security benefits, Medicare benefits or Medicaid benefits, among other reasons). The employee is responsible for promptly informing the District Treasurer, in writing, of his/her ineligibility. To facilitate such notice, the District Treasurer will provide employees a form to be filled out, signed by the employee, and returned to the Treasurer's office. In this circumstance a cash payment in the same amount outlined in article 6.01 Section B & D will be paid to the employee.
- D. With respect to an employee who only becomes HSA-eligible mid-year (by, for example, being hired mid-year or because of a qualifying event for insurance purposes), it is recognized that HSA eligibility is determined on a monthly basis and that an employee must be eligible on the 1st day of a month to be considered eligible for that month. It is also recognized that in such a case the Board's contribution to the employee's HSA for the insurance year in question will be prorated (for example, the Board's 2018 contribution on behalf of an employee with family coverage who participates in an HSA in calendar 2018 for only 3, not 12, months would be \$1000 not \$4000).

- E. The parties recognize that legal requirements applicable to medical insurance benefits may change during the term of this Agreement. The parties' intent is to be in compliance at all times with applicable law. To this end, the District's Insurance Committee will monitor legal developments during the term of this Agreement and make recommendations to the parties as appropriate.
- F. An open enrollment period will be held during the month of November each year, with coverage beginning on January 1. Any teacher employed after the beginning of the school year will have no more than ten (10) working days to enroll from the starting date of employment.
- G. Any bargaining unit member who is covered by his/her spouse's health insurance and who elects to decline Board insurance coverage shall be eligible for the following insurance options:
1. An employee eligible for family insurance coverage may decline Board insurance coverage and receive an annual minimum payment of Three Thousand, Five Hundred Dollars (\$3,500) up to a maximum of Five Thousand Dollars (\$5,000) as per the following chart.

Insurance Waiver - Family FFTA

Participants	Incentive
1 to 8	\$3,500
9	\$4,000
10	\$4,500
11 and above	\$5,000

2. An employee eligible for family insurance coverage may elect to take single insurance coverage and shall receive an annual minimum payment of One Thousand, Five Hundred Dollars (\$1,500) up to a maximum of Two Thousand, One Hundred Dollars (\$2,100) as per the following chart.
3. Any bargaining unit member who is covered by his/her parent's health insurance and who elects to decline Board insurance coverage shall receive an annual minimum payment of One Thousand, Five Hundred Dollars (\$1,500) up to a maximum of Two Thousand, One Hundred Dollars (\$2,100) as per the Insurance Waiver - Single FFTA chart found in Section 6.01 of the negotiated master agreement.

Insurance Waiver - Single FFTA

Participants	Incentive
1 to 2	\$1,500
3	\$1,700
4	\$1,900
5 and above	\$2,100

4. When both a husband and wife are full-time district employees, no insurance coverage waiver can be claimed, but cost of the insurance to the couple will be waived (see Section 6.05).
 5. Employees electing to participate in the above insurance waiver must notify the District Treasurer in writing no later than August 1.
 6. Any employee who has elected to participate in the insurance waiver and during the year loses insurance coverage through a qualifying event shall be provided Board insurance coverage upon notification of the Treasurer.
 7. Any employee electing to take the insurance option shall receive payment in October following the school year in which the member has elected not to receive the coverage.
 8. The option shall be from September 1 - August 31. Any employee electing to take this option shall not be subject to any precondition clause upon re-enrollment in the negotiated insurance program.
- D. Pre-certification is a procedure which requires that an approval be obtained from the Pre-certification Center prior to incurring expenses for certain Inpatient and Outpatient Services. An 800 phone number will be provided on your ID card. Pre-certification is normally completed by your attending physician and/or hospital. For emergency admissions, pre-certification is not required prior to admission, although there is a need for contacting the Pre-certification Center within 24 hours of admission.

6.02 Prescription Drug

The Board shall provide single and family prescription.

6.03 Dental Insurance

The Board shall provide single and family dental benefits through Delta Dental or its equivalent. The benefits shall remain the same as the 2016-2017 school year.

6.04 Life Insurance

- A. The Board shall purchase from a carrier licensed by the State of Ohio group term life insurance for each full time member of the bargaining unit in the amount of Twenty-Five Thousand Dollars (\$25,000) for the life of this agreement.

- B. Additionally, an employee may purchase up to an additional Twenty-Five Thousand Dollars (\$25,000) of life insurance at the employee's expense in accordance with the procedures required by the insurance carrier. The cost of this insurance shall be deducted from the employee's paycheck.

6.05 Cost of Insurance Coverage

Bargaining Unit Members shall pick-up 11% of the cost of the premium for medical insurance for 2017-2018, 12% for 2018-2019 and 12% for the 2019-2020. When both a husband and wife are full time district employees, the cost of insurance to the couple will be waived. A Section 125 tax reduction for employee portion of Insurance Premium shall apply.

6.06 Insurance Committee

- A. Effective with the ratification of this Agreement, the Board and FFTA shall establish a Health Insurance Committee. The FFTA shall appoint three (3) representatives to serve on the committee for a three (3) year term and the Board shall appoint three (3) representatives to serve on the committee for a three (3) year term. OAPSE may also appoint three (3) representatives.
- B. The purpose of the Health Insurance Committee shall be to improve the quality of health care and lower the cost of health insurance for all enrollees in the health insurance plan. The duties of the Committee shall be to review and analyze all pertinent healthcare and health insurance information germane to the stated purpose of the Committee and to recommend changes regarding health insurance and healthcare systems. The Committee's general area of review and counsel shall include, but are not limited to the following:
- (1) Review of the current plan provisions and proposals for any modification in the benefit plans;
 - (2) Recommendation for any health insurance education programs for current and potential enrollees; and
 - (3) Review of any additional cost containment measures that may alter the delivery of health care services, while maintaining quality, and not shifting any costs from the plans to the employees.

The Committee may meet each year by mutual agreement:

1. Review the Board's contract with any Broker, Agent or other person or Entity providing Health Insurance services to the Board.
2. Require a competitive bidding process among a number of qualified and certified Insurance

Brokers when procuring Health Insurance for Board employees and their families.

3. Receive annual training along with two (2) Board members and two (2) Association officers from the Ohio Public Sector Labor management Health Care Benefits Committee regarding proper Health Insurance Committee functions and activities.
- C. In the event consensus cannot be reached as to plan modifications, the current plan shall remain in effect. If consensus as to plan modifications or changes occurs, the new proposal(s) shall be submitted to both sides for ratification.
- D. The Board shall provide the Committee with information on bargaining unit claims and experience, financial reports and other information requested by the Committee. The Board will pay all reasonable costs incurred that pertain to materials and training in fulfilling the purpose of the Committee. Release time for the members of the Committee shall be made available such as to allow members to complete their purposes on said Committee. The Committee shall determine the duration and frequency of all regular meetings and shall update the Board and FFTA on a quarterly basis with any and all relevant information regarding the Committee's work.

6.07 Board Pickup of Employee Contributions to STRS

- A. For purpose of this section, total annual salary per pay period for each bargaining unit member shall be the salary otherwise payable under this agreement and his/her contract. The total annual salary and salary per pay period of each bargaining unit member shall be payable by the Board in two parts: (1) deferred salary and (2) cash salary. A bargaining unit member's deferred salary shall be equal to that percentage of said bargaining unit member's total annual salary or salary per pay period which is required from time to time by the State Teachers' Retirement System (STRS) to be paid as a bargaining unit member contribution by said member and shall be paid by the Board to STRS on behalf of said members as follows:

<u>Pickup on Pickup</u>	<u>Salary Reduction</u>
2%	Balance of Member's Contribution

- B. The Board shall compute and remit its bargaining unit member contributions to STRS based upon total annual salary, including the "pickup." The Board shall report for federal and Ohio income tax purposes as a bargaining unit member's gross income said member's total annual salary less the amount of the "pickup." The Board shall report for municipal income tax purposes as a bargaining unit member's gross income said member's total annual salary, including the amount of the "pickup." The Board shall compute income tax withholding based upon gross income as reported to the respective taxing authorities.

- C. The Treasurer shall continue the provisions of this section.
- D. Board pickup shall terminate immediately if deemed illegal by a court of competent jurisdiction or by the Internal Revenue Service.
- E. The Board shall compute and remit all applicable contributions to STRS based upon annual salary and/or earned compensation which includes the amount of the pickup computed therein.
- F. The pickup percentage shall apply uniformly to all employees of the bargaining unit and no employee covered by this provision shall have the option to elect a wage increase or other benefit in lieu of the employer pickup.
- G. The salary schedule will be used for the purpose of computing daily rate of pay, for determining paid salary adjustments to be made due to absences, and for all other purposes of compensation.

6.08 Admission to Co-Curricular Activities

Teachers working in the District and their spouses are entitled to free admission to athletic and other co-curricular activities. In the absence of the bargaining unit member's spouse, an accompanying guest will be admitted free.

6.09 Severance Pay

- A. Each bargaining unit member shall at the time of retirement or death be entitled to severance pay. Retirements and requests for severance pay shall be submitted to the superintendent at least 90 days prior to effective date of retirement. If notification is not received by this specified date and the bargaining unit member retires, the member will forfeit the payment of severance pay. Exclusions shall be made for health related extreme emergencies. Retirement shall be defined to mean actual retirement from STRS, or a retirement system with reciprocity with STRS, and have officially applied and been approved by STRS for retirement benefits. The retiree or the beneficiary, as specified on STRS, shall be paid for one half (1/2) unused accumulated sick leave days computed at the bargaining unit member's actual per diem rate, excluding extended service or pay for additional duties according to the table below:

<u>Years in District</u>	<u>Days</u>
one (1) to ten (10)	thirty-three (33)
eleven (11) to twenty (20)	forty-eight (48)
twenty-one (21) to twenty-five (25)	fifty-six (56)
twenty-six (26) to thirty-one (31)	sixty (60)

thirty-two (32) or more

seventy (70)

- B. Four (4) days will be added if the average sick leave absence rate for the employee is five (5) days or less for the last three (3) years.

6.10 Retirement Incentive

- A. Each bargaining unit member eligible to retire and who elects to retire his/her first year eligible shall receive fifty percent (50%) of the difference between the member's current salary plus 14% and the bachelor's degree step 0 plus 14%. A member who retires a year after initial eligibility will receive 25%. Extended time and supplemental contracts are excluded from the member's current salary.
- B. Must meet the eligibility requirements for unreduced benefit per STRS guidelines to be eligible for payment.
- C. The payment shall be made in one lump sum between January 1 and January 15 of the first year of the employee's retirement. At the employee's option, the payment may be made in two equal payments between January 1 and January 15 of the first two years following the employee's retirement. This retirement bonus will not be subject to STRS withholdings either by the employee or the Board.
- D. This incentive is in effect for the term of the contract.
- E. To be eligible for the retirement incentive, the effective date of retirement must be no earlier than after the last teacher work day of the given school year and must be no later than by June 30 of the year the notice was given.

6.11 Professional Growth

- A. Eligibility: All Bargaining Unit Members shall be eligible for participation in the professional growth program. After their date of hire recipients will be chosen from those with degrees and proper certification.
- B. Selection: Bargaining Unit Members must be enrolled in courses pertaining to their Individual Professional Development Plan (IPDP). Applications must be submitted to the Local Professional Development Committee (LPDC) at least four weeks prior to the beginning of class. Upon approval of the LPDC, applications will be forwarded to the Superintendent's Office for approval by the Board of Education at its next meeting.

Courses taken by Bargaining Unit Members holding a permanent certificate must be related to or

supportive of their field of certification. Applications must be submitted to the Superintendent's Office at least four (4) weeks prior to the beginning of class for approval by the Board of Education at its next meeting.

All summer courses must be approved by the LPDC by October 15 and by the Board at the regular October meeting.

- C. Reimbursement: The bargaining unit member must pass with an average "B" grade or better, or receive credit in courses, to be eligible for reimbursement. Also, the bargaining unit member must submit a receipt showing tuition cost from the educational institution attended. The bargaining unit member must teach in the District the year following receiving this credit to be eligible to receive payment. CCL Reimbursement will be offset to those who qualify and receive tuition help from other sources.
- D. Twenty-two Thousand Dollars (\$22,000) for 2014-2015; Twenty-three Thousand Dollars (\$23,000) for 2015-2016; and Twenty-four Thousand Dollars (\$24,000) for 2016-2017 shall be budgeted for professional growth, and reimbursement shall be made in accordance with the following formula:

C = Budgetary cap

T = Total amount of approved tuition for the entire bargaining unit

B = Bargaining unit member incurred tuition cost

R = Reimbursement per bargaining unit member

$$\frac{C}{T} \times B = R$$

- E. Reimbursement shall not exceed the total cost incurred by the bargaining unit member.
- F. Applications for all tuition reimbursement must be submitted to the Superintendent by November 1. Payment will be made to each bargaining unit member by November 15 of the following school year in a separate check.

ARTICLE VII -- CONTRACTS

- 7.01 The Board shall provide each member of the instructional staff with individually written contracts in keeping with the provision of the Ohio Revised Code and Board-adopted policies in accordance with the provision below.

- 7.02 Any agreement as supervisor (advisor/coach) for extracurricular activities for which additional compensation is to be paid shall be written in a supplemental contract. Supplemental renewal shall be issued by the Board at least ninety (90) days prior to the commencement of the extracurricular activity.
- 7.03 In consideration of the services rendered by the teacher, the Board agrees to pay said teacher a base annual salary as prescribed by the salary schedule of the District.
- 7.04 Copies of the Board's policies, administrative rules, and regulations which affect teachers shall be provided to the Association President at the same time copies are sent to the building principals.
- 7.05 The Board shall follow the following sequence:
- A. Two (2) one- (1) year contracts;
 - B. A two- (2) year contract;
 - C. A three- (3) year contract; and
 - D. Five- (5) year contracts thereafter.
- 7.06 A teacher may be given a one (1) or two (2) year contract at the end of any multi-year contract following subsection B above if the written evaluation indicates unsatisfactory performance (Does Not Meet Expectations). At the end of that one (1) or two (2) year contract, the teacher shall be awarded the contract previously denied or nonrenewed.

ARTICLE VIII -- NONRENEWAL OF LIMITED TEACHING CONTRACTS

- 8.01 In the event that the Superintendent intends to recommend to the Board the nonrenewal of a limited teaching contract, he/she shall notify the affected employee no less than twenty (20) calendar days prior to the Board meeting at which formal action on the recommendation is to occur. The notice to the employee shall be in writing, and shall contain the following:
- A. Specific reasons for the recommendation;
 - B. A tentative date for a meeting between the employee, his/her representative of choice, and the Superintendent; and,

- C. The date of the Board meeting at which formal action is to occur and the employee's right to a hearing before the Board with a representative of his/her choice.

The meeting in section B above shall be held at a mutually agreeable date and time, but no less than five (5) calendar days prior to the Board meeting.

- 8.02 In the event the Board votes to nonrenew a contract which has been recommended for renewal by the Superintendent, the Board shall give the employee a notification with written specific reasons for such action within ten (10) calendar days following a formal hearing before the Board, with a representative of his/her choice within ten (10) calendar days from the date of notification.
- 8.03 An employee notified by the Superintendent in section 8.01 above of a recommendation to nonrenew shall be entitled to a hearing with a representative of his/her choice, at the Board meeting at which formal action is to occur. Following the hearing, the Board shall act, and if the action is to nonrenew the employee, shall be notified in writing with the specific reasons for the action no later than ten (10) days following the Board meeting.
- 8.04 Grievance(s) regarding nonrenewal will be filed at Level Four.
- 8.05 After completing his/her fourth (4th) year of teaching in the District, a bargaining unit member shall only be nonrenewed for just cause. This does not apply to retired/rehired teachers who are on limited contract.

ARTICLE IX -- VACANCIES, TRANSFERS, ASSIGNMENTS AND PROMOTIONS

9.01 Vacancies

- A. When a bargaining unit member resigns, retires, is terminated, nonrenewed, is on extended leave for a period of one school year or more, or is promoted out of the bargaining unit, and the administration determines that the position held by that bargaining unit member must be filled, the position shall be deemed a vacancy subject to the provisions of this article.
- B. All teaching and supplemental contract vacancies and new positions shall be posted for seven (7) calendar days via district email throughout the calendar year. Each such posting shall include the position, grades (i.e. K-6, 7-8, and 9-12), school location(s), and certification required by the State Department of Education.
- C. Summer procedures for notice of vacancies will be as follows:

1. Information relevant to the vacancy will be available to Bargaining Unit Members via District email.
 2. Notifications of vacancies will be provided to the Association President by the Superintendent. If the Association President is unavailable, the Superintendent will contact the President-Elect, Secretary, or Treasurer of the Association until notification has been made.
 3. After July 10, postings of vacancies will observe a fast track which allows administration to interview and recommend for employment following a 3 day posting requirement via District email. Simultaneously, Section 9.01 C, part 2 will be followed.
- D. The President of the Association will be notified in writing of all vacancies and new positions for certified staff positions.

9.02 Transfers and Reassignments

- A. A transfer (voluntary or involuntary) is a change in the bargaining unit member's building assignment. (Special teachers in the elementary areas of physical education, art and music are exempted from this provision.)
- B. A reassignment (voluntary or involuntary) is a change in the bargaining unit member's position as to previously assigned responsibilities as to a grade level or subject area in the elementary schools or a change in more than one (1) course offering in the secondary school.
- C. Bargaining unit members who desire a transfer and/or reassignment may file a written statement of such desire with the Superintendent's office. An application for a vacancy, transfer, and/or reassignment may be renewed annually. Applications may be completed at any time.
1. Each individual(s) who requests a transfer and/or reassignment shall be considered when a vacancy, transfer, and/or reassignment exists that he/she requests.
 2. An individual(s) not selected shall be given a written statement of the Superintendent's decision within five (5) working days after the candidate is selected.
- D. Bargaining unit members will be notified in writing on or before July 25 of any intent to transfer and/or reassign said bargaining unit member to another grade level, building(s), or subject to be taught. This written notification of change shall include specific reasons for the transfer and/or reassignment.

1. The bargaining unit member may request a meeting with the Superintendent concerning this transfer and/or reassignment. An Association representative of the teacher's choice may be present at such meeting.
2. To transfer and/or reassign a teacher after July 25 the Superintendent shall contact the teacher for a conference to discuss the transfer and/or reassignment. If the teacher cannot be contacted within three (3) working days, a certified letter shall be sent to the teacher's address of record for the purpose of requesting a conference.
3. A bargaining unit member involuntarily transferred or reassigned after July 25 and after a conference with the Superintendent, shall be granted up to five (5) days' extended time at his/her per diem rate depending upon the nature of the reassignment and/or transfer. The number of extended days shall be mutually agreed upon by the teacher, principal, and/or Superintendent.

9.03 Other Certified Vacancies

- A. The Superintendent or his/her designee shall send notice via district email of any administrative (supervisory) vacancy.
- B. Bargaining unit members who desire to apply for such positions shall submit their applications in writing within seven (7) calendar days from the first day of the posting.

9.04 Teaching Assignments

- A. A bargaining unit member shall expect to teach in the same building and grade level (elementary) or subject area (secondary) for the following school year.
- B. An elementary teacher shall be given written notification of his/her grade level and building assignment for the following school year by the building principal by the last teacher workday. This notification should occur at the end of a school day.
- C. A secondary teacher (7-12) shall be given a class period-by-period listing of his/her course teaching assignment for the following school year by the building principal by July 25.
- D. Any change in the teacher's assignment from the previous year as described above, if not notified and agreed to by July 25, is considered an involuntary transfer and/or reassignment.
- E. The building principal will distribute a questionnaire (see Appendix N) for each teacher to fill out. The information from the questionnaire will be used for administrative awareness. The

questionnaire will be distributed no later than March 1 and returned to the building principals no later than March 15.

ARTICLE X -- PERSONNEL

10.01 Personnel Files

- A. An official file which includes the following items shall be maintained in the office of the Superintendent for each teacher:
 - 1. Application for employment;
 - 2. Current employment contracts(s);
 - 3. Ohio teaching license;
 - 4. College transcripts and other in-service credit;
 - 5. Written reprimands or complaints that have led to reprimands, through procedures outlined in Section 10.05 of this article, together with any written replies thereto;
 - 6. Written observations and evaluations required by the District's evaluation procedure or attachments if attachments are continuations of teacher or principal comments; and,
 - 7. Letters of commendation and certificates of award.
- B. Access to employees' personnel files shall be restricted to those employees who, as determined by the Superintendent, have a legitimate reason for such access under public access law, except as otherwise provided in this Article. In the event that persons, other than authorized Fort Frye Local School District personnel, request to examine the employee personnel files, a reasonable attempt will be made to notify the employee in advance of access being authorized. The employee will be informed of the name of the person accessing the file, unless the person is requesting a copy of a file under Public Records Request. In the event the employee is not notified prior to access being granted, a written notice of the information reviewed and name of persons accessing the file will be promptly forwarded to that employee.
- C. No anonymous complaint critical of a teacher shall be included in the file.
- D. If a teacher disputes the accuracy, timeliness, relevance or scope of any item in his/her file, it shall be reviewed by the superintendent and/or principal and staff member involved, and the teacher shall be given the opportunity to file a written reply.
- E. A teacher shall have the right to review evaluations in his/her file and to have a written reply to same included in his/her file.

- F. Informal notices or records about teachers maintained by administrators shall not be included in the official file, except to the extent such notices or records are made a part of the teacher's formal evaluation.
- G. A teacher may request and shall receive at his/her expense a reproduction of any item in his/her file exclusive of confidential letters of recommendation or references.
- H. A written reprimand(s) shall be removed from the official file sixty (60) months from the date of placement if a second reprimand for a similar offense is not given. The bargaining unit member may request that the reprimand be destroyed after the sixty (60) month period.
- I. At any time that anything is placed in a teacher's official personnel file, he/she will be given a copy.

10.02 Class Size

- A. The Board shall maintain a pupil/teacher ratio which shall be no less than that prescribed by standards promulgated by the Department of Education, State of Ohio, and shall be subject to all penalties and conditions of said standard.
- B. If any regularly scheduled class enrollment, except choir, band, and study hall, exceeds, in grades K – 3, twenty five (25) students, and in grades 4 – 6, twenty seven (27), the teacher will be compensated at the rate of two hundred dollars (\$200) per student over those limits per semester. If any class enrollment, except choir, band, drama, and study hall, exceeds in grades 7 – 12, twenty-nine (29) students, the teacher will be compensated at a rate of one dollar (\$1) per student over the limit per class period per day. If any K – 6 art, music, or physical education classes exceeds twenty-eight (28) students, the teacher will be compensated at a rate of one dollar (\$1) per student over the limit per class period per day.
- C. Any teacher who does not have a planning period shall be paid the equivalent of a class period of his/her regular salary.

10.03 Building Staff Meetings

- A. Except as otherwise provided, all teachers assigned to a school building shall be required to attend no more than two (2) general staff meetings per month called by the principal. Except in the case of an emergency, the total time required for staff meetings shall not exceed ninety (90) minutes per month beyond the teacher's scheduled day. The principal may schedule such other staff meetings during the teacher's scheduled day as he/she deems appropriate. Attendance at additional meetings beyond the teacher's scheduled day shall be voluntary unless called because of an emergency.

Minutes of all meetings shall be electronically sent to teachers within five (5) school days. Announcements concerning Association activities may be made by the Association representatives at the conclusion of staff meetings.

- B. Whenever possible, at least forty-eight (48) hours' notice will be given as to the meeting dates.

10.04 Academic Freedom

- A. Bargaining unit members shall be guaranteed academic freedom. Such freedom shall be exercised within the bounds of the curriculum guides as adopted by the Board. Bargaining unit members shall have the right to create a classroom environment which shall be conducive to investigation, interpretation, analysis and evaluation of data on all sides of a critical issue under study, but shall be responsible for exercising reasonable and sound judgment in accordance with generally accepted professional standards in selecting for discussion those issues which he/she deems relevant to the maturity and understanding of the students involved.
- B. The principal in each school shall be responsible for supervising teachers with respect to all teaching activity conducted within the building to assure compliance with such curriculum guide.

10.05 Complaints

A. Informal Procedure:

1. The Board and the Association agree that the most beneficial method to resolve public complaints or concerns is through face-to-face conferences at the building level. Conferences between teachers, pupils, parents, principals, and other persons involved shall be utilized in resolving complaints or concerns.
2. Conferences between teachers, pupils, parents, principals, and other appropriate staff shall be pursued before using the formal procedure. When specific assistance is needed to assist a student, the principal and teacher shall discuss options and decide on a plan of action.

B. Formal Complaint Procedure:

1. If the complaint or concern has not been resolved by use of the above procedure, the following formal procedure shall be used. For the purpose of this article, a public complaint shall be defined as a complaint received in writing or a complaint in which the person is willing to come to the school and meet with the teacher(s) involved and an administrative representative. Initially, all public complaints shall be the responsibility of the building administrator. At the discretion of the administrator, all complaints shall be screened as determined by said

administrator. However, after appropriate screening, the building administrator shall present to the teacher(s) involved a written description of the alleged problem (and/or resolution thereof) including the name of the person(s) making the complaint. Complaints (or resolutions thereof) shall be discussed with the involved teacher within five (5) school days of receipt of the complaint by the principal or other administrator.

2. The building administrator and teacher shall make an investigation of the alleged problem and arrange, if necessary, a conference with the teacher, principal, and complainant to resolve the issue.
3. If the issue is not resolved to the satisfaction of the parties involved, the alleged problem shall be referred to the Superintendent for further investigation and a conference with said parties.
4. In a like manner, the issue, if not resolved, shall be referred to the Board.
5. The administration shall not issue a written reprimand regarding a complaint under this provision until the bargaining unit member has been given an opportunity to pursue the matter to the highest level of the complaint procedure as described herein above.

10.06 Non-teaching Duties

The primary duty of a classroom teacher is to teach. Nonteaching duties shall be kept to a minimum level to the extent that alternate actions can be reasonably implemented within the financial resources available, and all assignments shall be made as equitable as the schedule will permit within each building.

10.07 Classroom Visitations

Persons other than certificated employees or county office personnel who wish to observe a bargaining unit member's classroom may do so, with prior notification and approval from the principal and notification to the bargaining unit member by the principal in advance of the visitation.

10.08 Cooperating Teacher Guidelines

- A. Upon being made aware of the availability of student teacher(s) by a college or university, the building principal will notify the faculty in the area of licensure, grade level or institution's request and will be given the opportunity to express interest in becoming a cooperating teacher as long as on their last evaluation they received a Skilled or Accomplished rating.
- B. A teacher's participation as a cooperating teacher must be mutually agreed upon by the principal

and teacher.

- C. Placement will be determined by the college or university in cooperation with the building principal. Seniority will be taken into consideration, but will not be the sole determining factor.
- D. Student teachers shall be responsible to the cooperating teacher, the building principal and other such persons as designated by the superintendent.
- E. All stipends shall be paid directly to the cooperating teachers for their services rendered beyond the duties and responsibilities of their teaching contract.

ARTICLE XI -- REDUCTION IN STAFF

- 11.01 The employment contracts of teachers shall be suspended pursuant to Ohio Revised Code §3319.17 when the positions to which such teachers are assigned are eliminated as a result of any of the following:
- A. A substantial reduction in the funds available to the Board, provided that such reduction cannot be avoided by the reasonable exercise of the Board's taxing of other fiscal powers;
 - B. A substantial reduction in pupil enrollment of pupils in the District;
 - C. The discontinuance of a particular type of teaching service;
 - D. Discontinued use of one (1) or more school buildings;
 - E. Territorial changes affecting the District; or
 - F. Return to duty of regular teachers after leaves of absence.
- 11.02 This article does not apply to the elimination of positions through attrition. If, after attrition, the Board is still contemplating the layoff (suspension of employment contracts) of any teachers, it shall so notify the Association at least sixty (60) days before the proposed effective date of the layoff. Such notice shall be in writing and shall include the specific positions to be affected, the proposed time schedule, and the reasons for the proposed action. Within ten (10) days after receiving the aforementioned notice, the Board shall, if requested to do so, grant the Association the opportunity to appear before the Board to present written or oral arguments concerning the reduction in force.

11.03 Reductions in force shall be implemented as follows:

- A. The need for reductions shall first be minimized through attrition (not filling positions vacated by termination, non-renewal, voluntary resignation, retirement, or death).
- B. Should it still be necessary to suspend teaching contracts to achieve the reduction in staff, limited contract teachers in the affected teaching field shall be reduced first. Consistent with the requirements of Ohio Revised Code Section 3319.17, seniority will not be the basis for contract suspension except when making a decision between teachers with comparable evaluations, but seniority will be the basis for contract suspension as to teachers with comparable evaluations. Contract suspensions will begin with those teachers with the lowest evaluation rating (Ineffective), then move to those teachers with a Developing rating, then to those teachers with a Skilled rating, and finally to those teachers with an Accomplished rating.

The limited contract of an affected bargaining unit member that expires prior to the effective date of the RIF shall be renewed and then suspended to implement the layoff, unless the bargaining unit member has been non-renewed in accordance with the contract.

- C. Should the reduction in staff exceed the number of limited contract teachers in the affected teaching field, only then shall continuing contract teachers be reduced. Consistent with the requirements of Ohio Revised Code Section 3319.17, seniority will not be the basis for contract suspension except when making a decision between teachers with comparable evaluations, but seniority will be the basis for contract suspension as to teachers with comparable evaluations. Contract suspensions will begin with those teachers with the lowest evaluation rating (Ineffective), then move to those teachers with Developing rating, then to those teachers with a Skilled rating, and finally to those teachers with an Accomplished rating.

- 11.04 Any teacher who is laid off shall be notified, in writing, at least thirty (30) days before the effective date of the layoff. Such notice shall include the proposed time schedule and the reasons for the proposed action.
- 11.05 Seniority shall be computed from a teacher's date of continuous current employment. Seniority shall not accrue during any unpaid leave of absence more than 64 days in any given year, but such time shall not break existing seniority. When seniority is equal, upon consultation with the Association, the teacher to be laid off shall be determined by the Superintendent.
- 11.06 Upon the giving of notice as provided in Section 11.02 above, the Superintendent shall post in each school building a list showing the seniority of each teacher employed by the Board and shall promptly then post any corrections to the list. A copy of such list and all corrections shall be given to the President of the Association or his/her designated representative.

- 11.07 A teacher who is laid off shall remain on the recall list for thirty (30) months after the effective date of his/her layoff unless he/she:
- A. Waives his/her recall rights in writing;
 - B. Resigns;
 - C. Fails to accept recall to the position that he/she held immediately prior to the layoff or to a substantially equivalent position;
 - D. Fails to report to work in a position that he/she has accepted within ten (10) days after receipt of the notice of recall by hand delivery or certified mail, unless such employee is sick or injured; if a teacher has secured temporary employment elsewhere, he/she shall be allowed a reasonable amount of additional time before being required to report for work;
 - E. Teacher(s) who accept part-time position(s) shall not waive full-time recall in area(s) of certification
- 11.08. Unless precluded by Ohio Revised Code Section 3319.17, bargaining unit members whose contracts have been suspended shall be recalled in reverse order, provided the teacher is certified/licensed or has become certified/licensed for the certification/ licensure area(s) in which the recall occurs.
- 11.09 Notice of recall shall be given in writing and sent by hand-delivery or certified mail to the last address given to the Board by a teacher. A copy of the notice shall be given to the Association. If a teacher fails to respond within ten (10) days after receipt of the above notice of recall, he/she shall be deemed to have refused the position offered.
- 11.10 While on layoff, a teacher shall have the option to remain an active participant in any group medical and dental insurance program offered by the Board by paying the full COBRA premium cost of such insurance.

ARTICLE XII -- LENGTH OF DUTY DAY/SCHOOL YEAR

12.01 Duty Day

The length of the regular duty day for teachers shall be seven (7) hours, exclusive of a duty-free lunch period which shall not be less than thirty (30) consecutive minutes.

12.02 School Year

The length of the school year for classroom teachers shall be one hundred eighty-four (184) days, of which one hundred-seventy-four (174) days shall be with pupils in attendance. Two (2) days shall be parent/teacher conference days. The first day of school shall be for professional development. One full day shall be used for classroom preparation. The last day of each semester shall be a records day. There will be a total of four (4) additional professional development days. The duty days of teachers shall be as set forth in the school calendar with any amendments thereto. Make-up days will be designated on the Board-adopted school calendar.

12.03 Planning Time

Each bargaining unit member shall have at least two hundred (200) minutes of planning time with at least 30 consecutive minutes per regularly scheduled day, per week. The planning period shall be used to perform professional responsibilities other than classroom instruction. During such time bargaining unit members shall not be required to supervise or instruct students.

12.04 Public School Works (or alternative) Online Training

Each bargaining unit member shall be paid up to two (2) hours the first semester for completing online safety Public School Works (or alternative) training outside his/her contractual day at the summer curriculum rate of pay. Time sheets are due by November 1.

ARTICLE XIII -- TEACHER EVALUATION

13.01 Evaluation Model and Purpose

The Board is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in Ohio law.

The evaluation policy is intended to provide an evaluation model that is research-based, transparent, fair, and adaptable to the needs of the District, students, and teachers. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support improved teaching performance and student growth, as well as promotion and retention decisions for teachers. The purpose of the evaluation is to improve instruction and to make a record of the teacher's performance.

13.02 Evaluation Committee

The Board and Association hereby establish an ongoing Evaluation Committee, consisting of up to four (4) teachers and up to four (4) administrators, for the purpose of monitoring legal developments and recommending revisions of the Article. The teacher members of the committee will be selected by the Association. The first meeting of this committee shall be held no later than October 1st each year unless the Administration and Association agree that there is no need for a meeting.

If either the Board or Association wishes to consider any change or revision to the evaluation procedure or process, including the evaluation instrument and student growth measure, during the term of this agreement, it shall discuss the matter with the committee. If the discussion results in a recommendation by the committee to change or revise the evaluation procedure or process, including the evaluation instrument, during the term of the agreement, then said recommendation shall be subject to ratification by the Board and the Association.

13.03 Definitions

- A. "ORC" means the Ohio Revised Code
- B. "OTES" stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.
- C. Teacher - For purpose of this Article, "teacher" means a licensed instructor who spends at least 50% of his/her time providing content-related student instruction and who is working under one of the following:
 - 1. A license issued under ORC Sections 3319.22, 3319.26, 3319.22, or 3319.226; or
 - 2. A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2003; or
 - 3. A permanent certificate issued under ORC /section 3319.222 as it existed prior to September, 2006; or
 - 4. A permit issued under ORC Section 3319.301.

The Board evaluates school counselors in accordance with the state law and the standards-based counselor evaluation framework adopted by the State Board of Education. School counselors are assigned effectiveness ratings of "Accomplished", "Skilled", "Developing", or "Ineffective".

Bargaining unit members, such as school nurse or library media specialists, not meeting this definition are not subject to evaluation under this Article, but will be evaluated utilizing principles similar to those appearing in the Article with the exception that no student growth measures will be utilized. Upon completion of the evaluation process, these bargaining unit members will be assigned an overall effectiveness rating of "Accomplished", "Skilled", "Developing", or "Ineffective".

- D. Credentialed Evaluator - For purposes of this Article, each teacher subject to evaluation will be evaluated by a person who:
1. Meets the eligibility requirements under ORC Section 3319.111 (D); and
 2. Holds a credential established by the Ohio Department of Education for teacher evaluation; and
 3. Has completed state-sponsored evaluation training and has passed an online credentialing assessment.
 4. Is employed as an administrator by the District.
 5. The Superintendent/designee is authorized to approve and maintain a list of credentialed evaluators as necessary to effectively implement this Article.
- E. Core Subject Area - means courses such as reading and English Language Arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.
- F. Student Growth - for the purpose of this Article, student growth is defined as the change in student achievement for an individual student between two (2) or more points in time.
- G. Student Learning Objectives (SLOs) - include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.
- H. Value-Added - refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on state issued standardized assessments.
- I. Vendor assessment - student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriated grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.
- J. Poorly Performing Teacher - A teacher who has received an overall summative rating of Ineffective for a period of no less than two (2) out of the last three (3) years, and who takes the written examinations required pursuant to ORC Section 3319.58 and who has unsatisfactorily completed, or not completed, a professional improvement plan during the subsequent school year.

13.04 Standards - Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth. Each teacher evaluation will result in an effectiveness rating of:

Accomplished
Skilled
Developing
Ineffective

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed a report to the Department of Education of the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated. The Superintendent will comply with the mandated components of the eTPES reporting system.

Each evaluation will be based upon teacher performance and on multiple measures of student growth as set forth in the ORC.

13.05 Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as “classroom walkthroughs.” Such performance will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for the Teaching Profession*.

- A. Understanding student learning and development and respecting the diversity of the students they teach;
- B. Understanding the content area for which they have instructional responsibility;
- C. Understanding and using varied assessment to inform instruction, evaluate and ensure student learning;
- D. Planning and delivering effective instruction that advances individual student learning;
- E. Creating learning environments that promote high levels of learning and student achievement;
- F. Collaborating and communicating with students, parents, other educators, District administrators and the community to support student learning; and

G. Assuming responsibility for professional growth, performance and involvement.

13.06 Formal Observation and Classroom Walkthrough Sequence

- A. All instructors who meet the definition of “teacher” under this Article shall be evaluated based on at least two (2) formal observations of at least thirty (30) consecutive minutes each and periodic classroom walkthroughs each school year an evaluation occurs. All observations shall be scheduled at least three (3) weeks apart from each other and at least six (6) weeks apart if an employee is on an improvement plan, unless there are unexpected absences on the part of the teacher or evaluator.
- B. Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three (3) formal observations of at least (30) consecutive minutes each in addition to periodic classroom walkthroughs.
- C. A teacher who has been granted a continuing contract by the Board and who receives a rating of “Accomplished” on his/her most recent summative evaluation may be evaluated every three (3) school years as long as his/her student growth measures are at least average or higher.

A teacher who has been granted a continuing contract by the Board and who receives a rating of “Skilled” on his/her most recent summative evaluation may be evaluated every two (2) school years as long as his/her student growth measures are at least average or higher.

In years when a full evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

- D. A post-observation conference will be held within ten (10) work days after each formal observation for the purpose of informing the teacher if observed instructional practices were aligned with the criteria on the observation form.
- E. A walkthrough is an informal unannounced observation by an evaluator that lasts at least five (5) consecutive minutes. Should the evaluator observe any performance deficiencies, a written notation of such deficiencies will be provided to the teacher within five (5) school days. The teacher will be permitted to request a conference with the evaluator to discuss any identified deficiencies. The minimum number of required walkthroughs are as follows:
 - 1. Teachers on a continuing/limited contract two (2) per year, and
 - 2. Teachers on a professional improvement plan four (4) per year.
- F. The monitoring or observation of a teacher’s work performance will be conducted openly and with the teacher’s knowledge.

- G. A formal observation or walkthrough will not be conducted one (1) work day before or following a holiday.

Evaluations will be completed by May 1st and each teacher will be provided a final written summative rating of the results of his/her evaluation by May 10th. This report is signed by both the evaluator and the teacher. Written notice of nonrenewal will be provided on or before June 1st.

In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by the Ohio Department of Education's OTES "Teacher Performance Evaluation Rubric" for instructional planning, instruction and assessment, and professionalism. Forms used in the evaluation process shall follow OTES and be included in the Appendix of this Agreement.

Each teacher evaluated under this Article may annually complete a "Self Assessment," utilizing the Self Assessment Summary Tool set forth herein as "Teacher Evaluation Form" on or before October 1.

13.07 Formal Observation Procedure

- A. All formal observations shall be preceded by a conference between the evaluator and the teacher prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed.
- B. A post-observation conference shall be held within ten (10) workdays after each formal observation.

13.08 Assessment of Student Growth

In determining student growth measures, the Board adopts (OTES), which calculates student growth by assessing achievement for an individual student occurring between two (2) points in time based upon a teacher's instructional assignment. The monitoring of student growth measures will be an ongoing subject for the Evaluation Committee established under Section 13.02 of this Article.

With respect to a teacher whose schedule is comprised only of courses or subjects for which the value-added progress dimension is applicable, it is important to note that, under ORC Section 3319.112, a student who has forty-five (45) or more excused or unexcused absences, in a full academic year, will not be included in the determination of student academic growth. With respect to other teachers, the parties agree to similarly apply this 45-absences concept, with the further understanding that this benchmark will be prorated if the course or subject being taught is for less than a full academic year. It will be the responsibility of the District to ensure EMIS attendance is correctly recorded as it relates to SGM calculations.

Factors in determining SGMs for purposes of retention, promotion, layoff, and recall decisions must include, but are not limited to:

A teacher who has voluntarily transferred or who is involuntarily transferred for any purpose to meet the mandated Third Grade Guarantee or another State or ESEA mandate, shall have accumulated a minimum of two (2) consecutive years of SGM data before any job action may be taken on the basis of the SGM data.

A teacher who has been approved for sick leave and/or the Family Medical Leave Act fifty (50) percent or more of the school year, as calculated by the Board, shall not have the SGM portion for that school year used in a Final Summative Rating of Teacher Effectiveness in compliance with ORC 33219.111(C).

Teachers who have an approved co-teaching arrangement shall have a percentage of the SGM score for the individual teachers in the co-teaching arrangement based on the actual instructional time each has spent with the student(s).

Data from these approved measures of student growth will be scored on five (5) levels in accordance with OTES guidance and converted to a score in one of three (3) levels of student growth:

1. Above
2. Expected
3. Below

13.09 Student Growth Measures (SGMS) Committee

A. Committee Composition

1. The Committee shall be comprised of three (3) teachers and three (3) administrators. The teacher members of the Committee will be selected by the Association.
2. The terms of association members on the Committee shall be for a period of no less than two (2) years unless a member leaves the district, retires, requests that the association removes him/her from the Committee, is no longer able to serve due to unforeseen circumstances, or is removed by action of the association.
3. At the conclusion of the association member's term, or removal therefrom, the association will appoint a successor.

B. Committee Operation

1. The committee shall be chaired jointly by a Committee member from the association and a Committee member from administration.
2. Members of the Committee will receive training on the writing of student learning objectives (SLOs), value-added (including, but not limited to, ODE SGM trainings, teacher of record, shared attribution and teacher-student data linkage) prior to beginning their work, and any other training that may become necessary for the Committee. (For example: when the district approves a new vendor assessment, all committee members and the bargaining unit will be trained on the new system and SGM application).
3. Committee agendas will be developed jointly by the co-chairs of the Committee.
4. All decisions of the Committee shall be evidence-based.
5. Members of the Committee shall receive release time or compensation for work outside the contractual work day for Committee work and training.
6. The Committee shall be authorized to utilize consultant(s) (examples are, but not limited to, educational consultants, software consultants, SGM trainers, etc.) as deemed appropriate. The cost, if any, shall be borne by the board.

C. Compensation

Any Committee work required outside the contractual work day shall be paid at a per diem rate to match summer curriculum work rate as in Article V, Section 5.04 of this agreement.

D. Committee Authority

The SGM Committee shall define the five (5) levels that count towards the final summative rating of teacher effectiveness as per ODE SLO guidelines.

E. Final Evaluation Procedures

The final teacher performance rating will be determined as follows:

1. Each domain will be scored independently using a score of 1 – 4 (“Ineffective” – 1, “Developing” – 2, “Skilled” – 3, “Accomplished” – 4).
2. Once the ten (10) domains have been scored, those scores will be averaged for the final evaluation score.
3. Any average that ends in .6 or above will be rounded up to the next highest score.

Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the following "Evaluation Matrix":

Teacher Performance

Above	Accomplished	Accomplished	Skilled	Developing
Expected	Skilled	Skilled	Developing	Developing
Below	Developing	Developing	Ineffective	Ineffective

13.10 Calculating Teacher Performance Rating

A. Completion of Evaluation Cycle

1. The evaluator shall note evidence of all the data used to support the conclusions reached in the teacher performance evaluation rubric that is marked ineffective or developing.
2. The Superintendent shall annually file a report to the Department of Education to be minimally compliant with ORC 3319.111, (G).

A teacher who disagrees with his/her evaluation at any point in the evaluation process shall be permitted to attach a brief rebuttal to the appropriate document. A teacher has ten (10) days to submit the written rebuttal before signing the evaluation.

A teacher shall be entitled to an Association representative at any conference held under this Article in which the teacher will be advised of an impending adverse personnel action, including contract non-renewal, termination of employment, or being placed on a plan of improvement.

13.11 Professional Growth and Improvement Plans

Based upon the results of the summative annual teacher evaluation as converted to the “Evaluation Matrix” above, each teacher must develop either a professional growth plan or professional improvement plan as follows:

- A. Teachers whose summative performance rating is Accomplished will develop a professional growth plan and may choose their credentialed evaluator from those available to the Board for that purpose, utilizing the components set forth in the “Teacher Evaluation Form”.
- B. Teachers whose summative performance rating is Skilled will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle, utilizing the components set forth in the “Teacher Evaluation Form”.
- C. Teachers whose summative performance rating is Ineffective or Developing will develop a professional improvement plan with their credentialed evaluator, but the evaluator will direct the content. The Administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan, utilizing the components set forth in the “Teacher Evaluation Form”.

D. Professional Development Plan

- 1. In accordance with the State Board of Education’s statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of teachers covered by this Article. The professional development plan process will be reviewed annually by the Evaluation Committee.

13.12 Core Subject Teachers – Testing for Content Knowledge

Core subject area teachers must register for and complete all written examinations of content knowledge selected by the Ohio Department of Education if the teacher has received an effectiveness rating of “Ineffective” on his/her annual evaluation for two (2) of the three (3) most recent school years.

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be required to complete professional development that is targeted to the deficiencies identified in the teacher’s evaluations conducted under this Article. 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 ORC Section 3319.16.

Any teacher passing the examination set forth above will not be required to take the examination again for three (3) years, regardless of the teacher’s evaluation ratings or the performance index score ranking

of the building in which the teacher teaches. No teacher shall be responsible for the cost of taking an examination set forth above.

13.13 Removal of Poorly Performing Teachers

Removal of poorly performing teachers will be in accordance with non-renewal and termination statutes of the ORC and/or the relevant provisions of this Agreement. This provision does not mean or imply that the Board is precluded from terminating or non-renewing a teacher in accordance with the ORC and this Agreement for conduct, as opposed to pedagogic reasons. Nor does this provision preclude the nonrenewal of a teacher for pedagogic deficiencies that are of such a serious nature that retention of the teacher for another year is unwarranted in the reasonable judgment of the Board.

Except as otherwise specified in a terms of this Agreement, nothing in this Article will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law.

13.14 Due Process

A. Teacher of Record

1. Each teacher shall have the opportunity to review the students for whom they are identified as teacher of record and the attendance of students , as it relates to the SGM rating, prior to the District verifying the teacher's data and SGM rating in order to ensure accuracy in reporting. If the teacher believes either the teacher of record designation or the underlying student information is inaccurate, s/he shall notify the superintendent or his/her designee no later than ten (10) school days prior to the date it is due to the State or SGM Committee.
2. Category A teachers shall have the opportunity to review the percentage of value-added measures, vendor assessments and/or SLOs the teacher teaches proportionate to his/her individual schedule.

Category B or C teachers shall receive notice of the SGM results for vendor assessments, the numerical ratings for the SLO and how the results were calculated in writing prior to them being reported, as may be statutorily required. If the teacher believes the SGM result is inaccurate, s/he shall notify the superintendent or his/her designee within ten (10) school days of the date of the notice.

3. If inaccurate SGM data has been reported, the Administration shall remedy the error by reporting the correct information. If the Administration is unable to report the correct information the data shall be proportionally removed from the SGM calculations.

4. A teacher shall be entitled to association representation at any conference held during this procedure in which the teacher shall be advised of an impending adverse personnel action. If an employee believes the evaluator has violated the procedure established in this Article VIII or that the evaluator's judgment or conclusion is arbitrary, capricious, or unreasonable, the employee may file a grievance within twenty (20) days, as defined in Article III, of the employee's receipt of the signed and final version of a written evaluation for the particular school year or portion of a school year.

13.15 The district shall use the following forms provided by the Ohio Department of Education unless otherwise agreed upon by the Board and the Association:

- self-evaluation tool
- professional growth and improvement plans
- teacher performance rating rubric
- school counselor rating rubric
- SLO templates
- final summative rating sheet

13.16 If any provision of this Article must be changed in order to comply with an amendment to the ORC and/or mandated action by the Ohio Department of Education with respect to OTES, it is mutually understood that such change will automatically be implemented as of the effective date of such amendment. Should any provision of this Article then be in conflict with the mandated change, such provisions will be inoperative. It is further understood that, if the mandated change affords the parties options on how to proceed, the status quo will be maintained until the Committee identified in Section 13.02 of this Article meets and resolves the issue.

ARTICLE XIV -- ASSOCIATION RIGHTS AND RESPONSIBILITIES

14.01 The Board grants to the Association the following privileges:

- A. To use the facilities of any building for meetings, without fee, upon notification to the administrator in charge of such building. Permission to use such facilities shall be given as long as it does not interfere with any previously authorized activity in said building. The Association shall be responsible to restore the meeting facility to its original condition upon conclusion of such meeting.
- B. To use the Board-owned equipment including, but not limited to, typewriters, calculators, duplicating equipment, and audiovisual equipment at times which do not interfere with the

operation of the school system. Removal of any such equipment from school premises shall be only upon the express written consent of the principal. Any expendable supplies, such as duplicating masters and stencils, shall be supplied by the Association.

- C. To use the inter-school mail system in the school offices to distribute Association bulletins, newsletters, or other circulars.
- D. To use bulletin boards in teacher lounges or workrooms to disseminate information to members, provided that any material so posted shall be signed by an officer of the Association or committee chairperson.
- E. To use telephones in any building to carry out Association business. Any fees or toll call charges shall be reimbursed to the Board by the Association. These calls are not to be made at a time that interferes with duties assigned by the Board and administration.
- F. To allow representatives to call meetings of Association members within the building. These meetings shall not be scheduled during class time or during conference periods when a teacher has scheduled an appointment with a student or parent or at any time which conflicts with other scheduled meetings.
- G. To allow the President of the Association or his/her designated official to visit schools. Upon his/her arrival, he/she shall notify the principal of his/her presence. These visits to the schools must not interfere with the teachers' regularly assigned duties.
- H. To place stickers identifying Association members on their mailboxes.
- I. Dues may be paid through payroll deduction: Membership in NEA, OEA, SEOEA, FFTA, Credit Union, TSA, other professional dues on dues deduction form and EPAC. All payroll deductions will be mailed to the appropriate agency within a reasonable amount of time, but not to exceed five (5) days.
- J. The Board and/or administration will not discourage membership in the Association.
- K. The Association will be provided at least one hour at the beginning of the school year for Association business (during a professional development day). This shall not be during a designated teacher work day.
- L. Maintenance of membership: Dues deductions for membership in the NEA, OEA, SEOEA, and the Association shall continue from year to year unless a member makes a written request to the Treasurer to withdraw.

- M. The President of the Association and/or his/her designated representative shall be granted, upon request, the opportunity to meet with the Superintendent or his/her designee to review and discuss current school problems and practices with the administration.
- N. The Association President will appoint three (3) bargaining unit members to a committee to meet with the Superintendent to provide input into the appropriations document prior to Board action. The association President will be given reasonable prior notice as to the adoption of the annual appropriations measure.
- O. The Board shall pay the full cost of tuition and other actual and necessary expenses incurred in connection with any courses, workshops, seminars, conferences, in-service training sessions, or such other programs which a bargaining unit member is required to attend by the administration, as authorized by the Board.

14.02 The Association shall be provided with:

- A. One (1) copy of all Board agendas and financial reports of public record shall be given to the President of the Association at least 24 hours prior to the regular board meeting and as timely as possible for special meetings.
- B. One (1) copy of the monthly Board meeting minutes, appropriations, budget, monthly budget reports, and training and experience grid shall be given to the President of the Association within a reasonable time after such forms are completed.
- C. Upon specific request for a specific item, data or documents which will assist it in developing intelligent, accurate, informed, and constructive programs for members and their students, together with other available information which may be necessary to formulate programs or process grievances; provided, however, nothing herein shall require the Board to prepare such material nor to release a confidential report.
- D. A place on the agenda of all regular Board meetings to be used by the Association to communicate with the Board.
- E. Five (5) days' released time for the President of the Association to conduct Association business. A twenty-four (24) hour written notification to the building principal is necessary. The cost of the substitute may be charged to the Association.

14.03 Fair Share Fee

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 a member of the Association, a fair share fee for the Association's representation of such non-member 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.

B. Notification of the Amount of Fair Share Fee

Notice of the amount of the annual fair share fee, (which shall not be more than one hundred percent (100%) of the unified dues of the Association) shall be transmitted by the Association to the Treasurer of the Board on or about September 1 of each year during the terms 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.

C. Schedule of Fair Share Fee Deductions

1. All Fair Share Fee Payers

Payroll deduction of such annual fair share fees shall commence on the first (1st) pay date which occurs on or after January 15th annually. In the case of unit employees newly hired after the beginning of the school year, the payroll deduction shall commence on the first pay date or after the later of:

- a. Sixty (60) days employment in a bargaining unit position or
- b. January 15th

2. Upon Termination of Membership During the Membership Year

The Treasurer of the Board shall, upon notification from the Association that a member has terminated membership, commence the deduction of the fair share fee with respect to the former member, and the amount of the fee yet to be deducted shall be annual fair share fee less the amount previously paid through payroll deduction. The deduction of said amount shall commence on the first (1st) pay date occurring on or after forty-five (45) days from the termination of membership.

D. Transmittal of Deductions

The Board further agrees to accompany each such transmittal with a list of the names of the

bargaining unit members for who all such fair share fee deductions were made, the period covered, and the amounts deducted for each.

E. Procedure for Rebate

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

F. Entitlement of 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.

ARTICLE XV -- NONDISCRIMINATION IN EMPLOYMENT

The parties agree there shall be no employment discrimination because of such person's race, color, creed, religion, national origin, age, sex, marital status, sexual orientation, gender identity, gender expression, disability, genetic information, veteran status, or political or union affiliation and to have due regard for employees privacy and constitutional rights as citizens.

ARTICLE XVI -- DURATION AND INTENT OF AGREEMENT

- 16.01 The terms of this agreement shall be prepared and published by the Board and distributed to each employee. The Association President and the Superintendent shall each receive an additional ten (10) copies for their respective use. The costs of publication shall be shared equally by the Board and the Association.
- 16.02 During the duration of this contract, the Board shall maintain all terms, conditions and benefits of employment which are subject to any provision of this contract at not less than the level in effect as of the effective date of this contract.
- 16.03 In the event there is a conflict between a provision of this contract and state or federal laws or valid

rules or regulations adopted by a federal agency:

- A. Federal laws, or valid rules or regulations adopted by a federal agency shall prevail over conflicting provisions of this contract.
- B. The provisions of this contract shall prevail over conflicting state law in accordance with Ohio Revised Code §4117.10 (a).

16.04 This contract shall be effective from 12:00 AM on July 1, 2017 through midnight June 30, 2020.

ARTICLE XVII – SIGNATURES OF AGREEMENT

IN WITNESS WHEREOF, the parties hereto have set their hands to this 23rd day of May, 2017, at Beverly, Ohio.

FOR THE BOARD

Johnna Zalmanek
President

Stephanie D. Starcher
Superintendent

Stacy R Bolden
Treasurer

FOR THE ASSOCIATION

Lois C. Neville
President

Pamela Heathrow
President Elect

Gricka B. Schneider
Secretary/Negotiating Team Member

Andrew F. Bluh
Negotiating Team Chairperson

Janice Lipscomb
Negotiating Team Member

Don E. Bost
Negotiating Team Member

Negotiating Team Member

Negotiating Team Member

Negotiating Team Member

Negotiating Team Member

APPENDIX A

FORT FRYE LOCAL SCHOOL DISTRICT
TEACHERS' SALARY SCHEDULE AND INDEX
2017-2018 SCHOOL YEAR

4%

Step	BA	BA+15	MA	MA+15	MA+30
0	32,158 1.00000	33,380 1.03800	35,534 1.10500	35,695 1.11000	36,982 1.15000
1	33,541 1.04300	34,923 1.08600	37,078 1.15300	37,239 1.15800	38,589 1.20000
2	34,763 1.08100	36,306 1.12900	38,622 1.20100	38,782 1.20600	40,197 1.25000
3	35,985 1.11900	37,689 1.17200	40,165 1.24900	40,326 1.25400	41,805 1.30000
4	37,207 1.15700	39,072 1.21500	41,709 1.29700	41,870 1.30200	43,413 1.35000
5	38,429 1.19500	40,455 1.25800	43,252 1.34500	43,413 1.35000	45,021 1.40000
6	39,651 1.23300	41,837 1.30100	44,796 1.39300	44,957 1.39800	46,629 1.45000
7	40,873 1.27100	43,220 1.34400	46,339 1.44100	46,500 1.44600	48,237 1.50000
8	42,095 1.30900	44,603 1.38700	47,883 1.48900	48,044 1.49400	49,845 1.55000
9	43,317 1.34700	45,986 1.43000	49,427 1.53700	49,587 1.54200	51,453 1.60000
10	44,539 1.38500	47,368 1.47300	50,970 1.58500	52,514 1.63300	54,057 1.68100
11	45,761 1.42300	48,751 1.51600	52,514 1.63300	54,057 1.68100	55,601 1.72900
12	46,983 1.46100	50,134 1.55900	54,057 1.68100	55,601 1.72900	57,144 1.77700
13	48,205 1.49900	51,517 1.60200	55,601 1.72900	57,144 1.77700	58,688 1.82500
14	48,816 1.51800	52,192 1.62300	57,144 1.77700	58,688 1.82500	60,232 1.87300
15	49,121 1.52750	52,530 1.63350	57,530 1.78900	59,074 1.83700	60,618 1.88500
20	49,427 1.53700	52,867 1.64400	57,916 1.80100	59,460 1.84900	61,003 1.89700
25	50,038 1.55600	53,543 1.66500	58,785 1.82800	60,553 1.88300	62,097 1.93100
30	50,649 1.57500	54,218 1.68600	59,653 1.85500	61,647 1.91700	63,190 1.96500

APPENDIX B

FORT FRYE LOCAL SCHOOL DISTRICT
TEACHERS' SALARY SCHEDULE AND INDEX
2018-2019 SCHOOL YEAR

Step	2%				
	BA	BA+15	MA	MA+15	MA+30
0	32,801 1.00000	34,047 1.03800	36,245 1.10500	36,409 1.11000	37,721 1.15000
1	34,211 1.04300	35,622 1.08600	37,820 1.15300	37,984 1.15800	39,361 1.20000
2	35,458 1.08100	37,032 1.12900	39,394 1.20100	39,558 1.20600	41,001 1.25000
3	36,704 1.11900	38,443 1.17200	40,968 1.24900	41,132 1.25400	42,641 1.30000
4	37,951 1.15700	39,853 1.21500	42,543 1.29700	42,707 1.30200	44,281 1.35000
5	39,197 1.19500	41,264 1.25800	44,117 1.34500	44,281 1.35000	45,921 1.40000
6	40,444 1.23300	42,674 1.30100	45,692 1.39300	45,856 1.39800	47,561 1.45000
7	41,690 1.27100	44,085 1.34400	47,266 1.44100	47,430 1.44600	49,201 1.50000
8	42,937 1.30900	45,495 1.38700	48,841 1.48900	49,005 1.49400	50,842 1.55000
9	44,183 1.34700	46,905 1.43000	50,415 1.53700	50,579 1.54200	52,482 1.60000
10	45,429 1.38500	48,316 1.47300	51,990 1.58500	53,564 1.63300	55,138 1.68100
11	46,676 1.42300	49,726 1.51600	53,564 1.63300	55,138 1.68100	56,713 1.72900
12	47,922 1.46100	51,137 1.55900	55,138 1.68100	56,713 1.72900	58,287 1.77700
13	49,169 1.49900	52,547 1.60200	56,713 1.72900	58,287 1.77700	59,862 1.82500
14	49,792 1.51800	53,236 1.62300	58,287 1.77700	59,862 1.82500	61,436 1.87300
15	50,104 1.52750	53,580 1.63350	58,681 1.78900	60,255 1.83700	61,830 1.88500
20	50,415 1.53700	53,925 1.64400	59,075 1.80100	60,649 1.84900	62,223 1.89700
25	51,038 1.55600	54,614 1.66500	59,960 1.82800	61,764 1.88300	63,339 1.93100
30	51,662 1.57500	55,302 1.68600	60,846 1.85500	62,880 1.91700	64,454 1.96500

APPENDIX C

FORT FRYE LOCAL SCHOOL DISTRICT
TEACHERS' SALARY SCHEDULE AND INDEX
2019-2020 SCHOOL YEAR

					1%
Step	BA	BA+15	MA	MA+15	MA+30
0	33,129 1.00000	34,388 1.03800	36,608 1.10500	36,773 1.11000	38,098 1.15000
1	34,554 1.04300	35,978 1.08600	38,198 1.15300	38,363 1.15800	39,755 1.20000
2	35,812 1.08100	37,403 1.12900	39,788 1.20100	39,954 1.20600	41,411 1.25000
3	37,071 1.11900	38,827 1.17200	41,378 1.24900	41,544 1.25400	43,068 1.30000
4	38,330 1.15700	40,252 1.21500	42,968 1.29700	43,134 1.30200	44,724 1.35000
5	39,589 1.19500	41,676 1.25800	44,559 1.34500	44,724 1.35000	46,381 1.40000
6	40,848 1.23300	43,101 1.30100	46,149 1.39300	46,314 1.39800	48,037 1.45000
7	42,107 1.27100	44,525 1.34400	47,739 1.44100	47,905 1.44600	49,694 1.50000
8	43,366 1.30900	45,950 1.38700	49,329 1.48900	49,495 1.49400	51,350 1.55000
9	44,625 1.34700	47,374 1.43000	50,919 1.53700	51,085 1.54200	53,006 1.60000
10	45,884 1.38500	48,799 1.47300	52,509 1.58500	54,100 1.63300	55,690 1.68100
11	47,143 1.42300	50,224 1.51600	54,100 1.63300	55,690 1.68100	57,280 1.72900
12	48,401 1.46100	51,648 1.55900	55,690 1.68100	57,280 1.72900	58,870 1.77700
13	49,660 1.49900	53,073 1.60200	57,280 1.72900	58,870 1.77700	60,460 1.82500
14	50,290 1.51800	53,768 1.62300	58,870 1.77700	60,460 1.82500	62,051 1.87300
15	50,605 1.52750	54,116 1.63350	59,268 1.78900	60,858 1.83700	62,448 1.88500
20	50,919 1.53700	54,464 1.64400	59,665 1.80100	61,256 1.84900	62,846 1.89700
25	51,549 1.55600	55,160 1.66500	60,560 1.82800	62,382 1.88300	63,972 1.93100
30	52,178 1.57500	55,856 1.68600	61,454 1.85500	63,508 1.91700	65,098 1.96500

APPENDIX D

**FORT FRYE LOCAL SCHOOL DISTRICT
CO-CURRICULAR ACTIVITY SALARY SCHEDULE
2017-2018 SCHOOL YEAR**

Base Salary	32,158	YEARS OF EXPERIENCE IN POSITION IN THE DISTRICT					4%
POSITION	0	1	2	3	4	5	
Head Teacher	3,216 0.10000	3,377 0.10500	3,537 0.11000	3,698 0.11500	3,859 0.12000	4,020 0.12500	
Drama Advisor	782 0.02431	836 0.02601	891 0.02771	946 0.02942	1,001 0.03112	1,055 0.03282	
Newspaper Advisor	1,358 0.04224	1,454 0.0452	1,548 0.04815	1,644 0.05111	1,739 0.05407	1,834 0.05702	
Yearbook Advisor	1,878 0.0584	1,986 0.06177	2,095 0.06514	2,203 0.06851	2,312 0.07188	2,420 0.07525	
National Honor Society Advisor	683 0.02123	731 0.02272	778 0.0242	826 0.02569	874 0.02717	922 0.02866	
Prom Advisor	775 0.02409	829 0.02578	883 0.02746	937 0.02915	992 0.03084	1,046 0.03252	
Band Head	2,713 0.08437	2,903 0.09028	3,093 0.09618	3,283 0.10209	3,472 0.10798	3,663 0.1139	
Glee Club Advisor	1,878 0.0584	1,986 0.06177	2,095 0.06514	2,203 0.06851	2,312 0.07188	2,420 0.07525	
Student Council Advisor	1,231 0.03828	1,317 0.04096	1,403 0.04364	1,490 0.04632	1,576 0.049	1,662 0.05168	
Flag Corps Advisor	1,186 0.03687	1,269 0.03945	1,352 0.04203	1,435 0.04462	1,518 0.0472	1,601 0.04978	
Percussion Instructor	1,194 0.03714	1,278 0.03974	1,362 0.04234	1,445 0.04493	1,528 0.04753	1,612 0.05013	
Jr. High Student Council Advisor	614 0.0191	657 0.02043	700 0.02177	743 0.02311	786 0.02444	829 0.02578	
Seniors In The Job Market	1,280 0.03979	1,369 0.04257	1,459 0.04536	1,548 0.04814	1,638 0.05093	1,727 0.05371	
Detention Hall Monitor	775 0.02409	829 0.02578	883 0.02746	937 0.02915	992 0.03084	1,045 0.0325	
Science Olympiad Advisor	775 0.02409	829 0.02578	883 0.02746	937 0.02915	992 0.03084	1,045 0.0325	
Model UN Advisor	775 0.02409	829 0.02578	883 0.02746	937 0.02915	992 0.03084	1,045 0.0325	
Math Counts Advisor	775 0.02409	829 0.02578	883 0.02746	937 0.02915	992 0.03084	1,045 0.0325	
Power of the Pen Advisor	775 0.02409	829 0.02578	883 0.02746	937 0.02915	992 0.03084	1,045 0.0325	
Cadets for a Cause	775 0.02409	829 0.02578	883 0.02746	937 0.02915	992 0.03084	1,045 0.0325	

* Teacher-based team leader positions posted in the spring for the following year

APPENDIX E

**FORT FRYE LOCAL SCHOOL DISTRICT
CO-CURRICULAR ACTIVITY SALARY SCHEDULE
2018-2019 SCHOOL YEAR**

Base Salary	32,801						2%
POSITION	YEARS OF EXPERIENCE IN POSITION IN THE DISTRICT						
	0	1	2	3	4	5	
Head Teacher	3,280 0.10000	3,444 0.10500	3,608 0.11000	3,772 0.11500	3,936 0.12000	4,100 0.12500	
Drama Advisor	797 0.02431	853 0.02601	909 0.02771	965 0.02942	1,021 0.03112	1,077 0.03282	
Newspaper Advisor	1,386 0.04224	1,483 0.0452	1,579 0.04815	1,676 0.05111	1,774 0.05407	1,870 0.05702	
Yearbook Advisor	1,916 0.0584	2,026 0.06177	2,137 0.06514	2,247 0.06851	2,358 0.07188	2,468 0.07525	
National Honor Society Advisor	696 0.02123	745 0.02272	794 0.0242	843 0.02569	891 0.02717	940 0.02866	
Prom Advisor	790 0.02409	846 0.02578	901 0.02746	956 0.02915	1,012 0.03084	1,067 0.03252	
Band Head	2,767 0.08437	2,961 0.09028	3,155 0.09618	3,349 0.10209	3,542 0.10798	3,736 0.1139	
Glee Club Advisor	1,916 0.0584	2,026 0.06177	2,137 0.06514	2,247 0.06851	2,358 0.07188	2,468 0.07525	
Student Council Advisor	1,256 0.03828	1,344 0.04096	1,431 0.04364	1,519 0.04632	1,607 0.049	1,695 0.05168	
Flag Corps Advisor	1,209 0.03687	1,294 0.03945	1,379 0.04203	1,464 0.04462	1,548 0.0472	1,633 0.04978	
Percussion Instructor	1,218 0.03714	1,304 0.03974	1,389 0.04234	1,474 0.04493	1,559 0.04753	1,644 0.05013	
Jr. High Student Council Advisor	626 0.0191	670 0.02043	714 0.02177	758 0.02311	802 0.02444	846 0.02578	
Seniors In The Job Market	1,305 0.03979	1,396 0.04257	1,488 0.04536	1,579 0.04814	1,671 0.05093	1,762 0.05371	
Detention Hall Monitor	790 0.02409	846 0.02578	901 0.02746	956 0.02915	1,012 0.03084	1,066 0.0325	
Science Olympiad Advisor	790 0.02409	846 0.02578	901 0.02746	956 0.02915	1,012 0.03084	1,066 0.0325	
Model UN Advisor	790 0.02409	846 0.02578	901 0.02746	956 0.02915	1,012 0.03084	1,066 0.0325	
Math Counts Advisor	790 0.02409	846 0.02578	901 0.02746	956 0.02915	1,012 0.03084	1,066 0.0325	
Power of the Pen Advisor	790 0.02409	846 0.02578	901 0.02746	956 0.02915	1,012 0.03084	1,066 0.0325	
Cadets for a Cause	790 0.02409	846 0.02578	901 0.02746	956 0.02915	1,012 0.03084	1,066 0.0325	

* Teacher-based team leader positions posted in the spring for the following year

APPENDIX F

**FORT FRYE LOCAL SCHOOL DISTRICT
CO-CURRICULAR ACTIVITY SALARY SCHEDULE
2019-2020 SCHOOL YEAR**

Base Salary POSITION	33,129	YEARS OF EXPERIENCE IN POSITION IN THE DISTRICT					1%
	0	1	2	3	4	5	
Head Teacher	3,313 0.10000	3,479 0.10500	3,644 0.11000	3,810 0.11500	3,975 0.12000	4,141 0.12500	
Drama Advisor	805 0.02431	862 0.02601	918 0.02771	975 0.02942	1,031 0.03112	1,087 0.03282	
Newspaper Advisor	1,399 0.04224	1,497 0.0452	1,595 0.04815	1,693 0.05111	1,791 0.05407	1,889 0.05702	
Yearbook Advisor	1,935 0.0584	2,046 0.06177	2,158 0.06514	2,270 0.06851	2,381 0.07188	2,493 0.07525	
National Honor Society Advisor	703 0.02123	753 0.02272	802 0.0242	851 0.02569	900 0.02717	949 0.02866	
Prom Advisor	798 0.02409	854 0.02578	910 0.02746	966 0.02915	1,022 0.03084	1,077 0.03252	
Band Head	2,795 0.08437	2,991 0.09028	3,186 0.09618	3,382 0.10209	3,577 0.10798	3,773 0.1139	
Glee Club Advisor	1,935 0.0584	2,046 0.06177	2,158 0.06514	2,270 0.06851	2,381 0.07188	2,493 0.07525	
Student Council Advisor	1,268 0.03828	1,357 0.04096	1,446 0.04364	1,535 0.04632	1,623 0.049	1,712 0.05168	
Flag Corps Advisor	1,221 0.03687	1,307 0.03945	1,392 0.04203	1,478 0.04462	1,564 0.0472	1,649 0.04978	
Percussion Instructor	1,230 0.03714	1,317 0.03974	1,403 0.04234	1,488 0.04493	1,575 0.04753	1,661 0.05013	
Jr. High Student Council Advisor	633 0.0191	677 0.02043	721 0.02177	766 0.02311	810 0.02444	854 0.02578	
Seniors In The Job Market	1,318 0.03979	1,410 0.04257	1,503 0.04536	1,595 0.04814	1,687 0.05093	1,779 0.05371	
Detention Hall Monitor	798 0.02409	854 0.02578	910 0.02746	966 0.02915	1,022 0.03084	1,077 0.0325	
Science Olympiad Advisor	798 0.02409	854 0.02578	910 0.02746	966 0.02915	1,022 0.03084	1,077 0.0325	
Model UN	798 0.02409	854 0.02578	910 0.02746	966 0.02915	1,022 0.03084	1,077 0.0325	
Math Counts Advisor	798 0.02409	854 0.02578	910 0.02746	966 0.02915	1,022 0.03084	1,077 0.0325	
Power of the Pen Advisor	798 0.02409	854 0.02578	910 0.02746	966 0.02915	1,022 0.03084	1,077 0.0325	
Cadets for a Cause Advisor	798 0.02409	854 0.02578	910 0.02746	966 0.02915	1,022 0.03084	1,077 0.0325	

* Teacher-based team leader positions posted in the spring for the following year

FORT FRYE LOCAL SCHOOL DISTRICT
ATHLETIC COACHING SALARY SCHEDULE
2017-2018 SCHOOL YEAR

Base Salary	32,158	YEARS OF EXPERIENCE IN POSITION IN THE DISTRICT				4%
POSITION	0	1	2	3	4	5
Athletic Director	6,110 0.19	6,349 0.19742	6,589 0.20489	6,827 0.21228	7,065 0.21971	7,304 0.22713
Volleyball Head	2,824 0.08782	2,981 0.09271	3,142 0.0977	3,317 0.10316	3,501 0.10888	3,678 0.11438
Junior Varsity	1,454 0.04521	1,602 0.04983	1,743 0.0542	1,889 0.05874	2,030 0.06314	2,159 0.06715
Junior High Volleyball Head (2)	1,160 0.03608	1,365 0.04246	1,550 0.0482	1,744 0.05423	1,938 0.06028	2,074 0.0645
Baseball/Softball Heads	2,009 0.06246	2,193 0.06818	2,386 0.0742	2,585 0.08039	2,773 0.08622	3,122 0.09709
Varsity Assistant	1,346 0.04185	1,469 0.04568	1,598 0.0497	1,744 0.05423	1,866 0.05803	1,997 0.06209
Junior Varsity	1,160 0.03608	1,365 0.04246	1,550 0.0482	1,732 0.05386	1,859 0.0578	1,958 0.0609
Junior High Girls	782 0.02431	973 0.03025	1,161 0.0361	1,355 0.04213	1,450 0.04508	1,551 0.04824
Track/Cross Country Head	2,009 0.06246	2,193 0.06818	2,386 0.0742	2,585 0.08039	2,773 0.08622	3,122 0.09709
Varsity Assistant	1,160 0.03608	1,365 0.04246	1,550 0.0482	1,744 0.05423	1,866 0.05803	1,997 0.06209
Junior High	782 0.02431	973 0.03025	1,161 0.0361	1,355 0.04213	1,450 0.04508	1,551 0.04824
Golf Head	1,803 0.05608	2,009 0.06246	2,193 0.0682	2,387 0.07423	2,509 0.07803	2,640 0.08209
Cheerleading Head	1,549 0.04818	1,744 0.05423	1,942 0.0604	2,130 0.06622	2,280 0.0709	2,440 0.07586
Jr. High Cheerleading	694 0.02159	743 0.0231	791 0.0246	840 0.02613	889 0.02764	937 0.02915
Football Head	3,554 0.11053	3,753 0.11669	3,936 0.1224	4,135 0.12857	4,322 0.1344	4,534 0.141
Varsity Assistant (3)	1,942 0.06039	2,130 0.06622	2,331 0.0725	2,522 0.07843	2,713 0.08437	2,908 0.09042
Junior Varsity	1,942 0.06039	2,130 0.06622	2,331 0.0725	2,522 0.07843	2,713 0.08437	2,908 0.09042
Junior High (2)	1,160 0.03608	1,365 0.04246	1,550 0.0482	1,744 0.05423	1,938 0.06028	2,074 0.0645
Basketball Head	3,554 0.11053	3,753 0.11669	3,936 0.1224	4,135 0.12857	4,322 0.1344	4,534 0.141
Varsity Assistant	2,382 0.07406	2,514 0.07818	2,637 0.082	2,770 0.08614	2,894 0.09	3,039 0.0945
Junior Varsity	1,942 0.06039	2,130 0.06622	2,331 0.07250	2,522 0.07843	2,713 0.08437	2,908 0.09042
Freshman	1,295 0.04026	1,479 0.04598	1,724 0.0536	1,850 0.05753	2,034 0.06325	2,176 0.06768
Junior High (2)	1,160 0.03608	1,365 0.04246	1,550 0.0482	1,744 0.05423	1,938 0.06028	2,074 0.0645
Wrestling Head	2,640 0.08208	2,699 0.08394	2,758 0.08576	2,819 0.08765	2,878 0.08951	2,938 0.09136
Activity Coordinator (6)	853 0.02652	913 0.02838	971 0.0302	1,032 0.03209	1,092 0.03395	1,151 0.0358
Weight Room Supervisor/Coordinator (4)	853 0.02652	913 0.02838	971 0.0302	1,032 0.03209	1,092 0.03395	1,151 0.0358

FORT FRYE LOCAL SCHOOL DISTRICT
ATHLETIC COACHING SALARY SCHEDULE
2018-2019 SCHOOL YEAR

Base Salary	32,801	YEARS OF EXPERIENCE IN POSITION IN THE DISTRICT					2%
POSITION	0	1	2	3	4	5	
Athletic Director	6,232 0.19	6,476 0.19742	6,721 0.20489	6,963 0.21228	7,207 0.21971	7,450 0.22713	
Volleyball Head	2,881 0.08782	3,041 0.09271	3,205 0.0977	3,384 0.10316	3,571 0.10888	3,752 0.11438	
Junior Varsity	1,483 0.04521	1,634 0.04983	1,778 0.0542	1,927 0.05874	2,071 0.06314	2,203 0.06715	
Junior High Volleyball Head (2)	1,183 0.03608	1,393 0.04246	1,581 0.0482	1,779 0.05423	1,977 0.06028	2,116 0.0645	
Baseball/Softball Heads	2,049 0.06246	2,236 0.06818	2,434 0.0742	2,637 0.08039	2,828 0.08622	3,185 0.09709	
Varsity Assistant	1,373 0.04185	1,498 0.04568	1,630 0.0497	1,779 0.05423	1,903 0.05803	2,037 0.06209	
Junior Varsity	1,183 0.03608	1,393 0.04246	1,581 0.0482	1,767 0.05386	1,896 0.0578	1,998 0.0609	
Junior High Girls	797 0.02431	992 0.03025	1,184 0.0361	1,382 0.04213	1,479 0.04508	1,582 0.04824	
Track/Cross Country Head	2,049 0.06246	2,236 0.06818	2,434 0.0742	2,637 0.08039	2,828 0.08622	3,185 0.09709	
Varsity Assistant	1,183 0.03608	1,393 0.04246	1,581 0.0482	1,779 0.05423	1,903 0.05803	2,037 0.06209	
Junior High	797 0.02431	992 0.03025	1,184 0.0361	1,382 0.04213	1,479 0.04508	1,582 0.04824	
Golf Head	1,839 0.05608	2,049 0.06246	2,237 0.0682	2,435 0.07423	2,559 0.07803	2,693 0.08209	
Cheerleading Head	1,580 0.04818	1,779 0.05423	1,981 0.0604	2,172 0.06622	2,326 0.0709	2,488 0.07586	
Jr. High Cheerleading	708 0.02159	758 0.0231	807 0.0246	857 0.02613	907 0.02764	956 0.02915	
Football Head	3,625 0.11053	3,828 0.11669	4,015 0.1224	4,217 0.12857	4,408 0.1344	4,625 0.141	
Varsity Assistant (3)	1,981 0.06039	2,172 0.06622	2,378 0.0725	2,573 0.07843	2,767 0.08437	2,966 0.09042	
Junior Varsity	1,981 0.06039	2,172 0.06622	2,378 0.0725	2,573 0.07843	2,767 0.08437	2,966 0.09042	
Junior High (2)	1,183 0.03608	1,393 0.04246	1,581 0.0482	1,779 0.05423	1,977 0.06028	2,116 0.0645	
Basketball Head	3,625 0.11053	3,828 0.11669	4,015 0.1224	4,217 0.12857	4,408 0.1344	4,625 0.141	
Varsity Assistant	2,429 0.07406	2,564 0.07818	2,690 0.082	2,825 0.08614	2,952 0.09	3,100 0.0945	
Junior Varsity	1,981 0.06039	2,172 0.06622	2,378 0.07250	2,573 0.07843	2,767 0.08437	2,966 0.09042	
Freshman	1,321 0.04026	1,508 0.04598	1,758 0.0536	1,887 0.05753	2,075 0.06325	2,220 0.06768	
Junior High (2)	1,183 0.03608	1,393 0.04246	1,581 0.0482	1,779 0.05423	1,977 0.06028	2,116 0.0645	
Wrestling Head	2,692 0.08208	2,753 0.08394	2,813 0.08576	2,875 0.08765	2,936 0.08951	2,997 0.09136	
Activity Coordinator (6)	870 0.02652	931 0.02838	991 0.0302	1,053 0.03209	1,114 0.03395	1,174 0.0358	
Weight Room Supervisor/Coordinator (4)	870 0.02652	931 0.02838	991 0.0302	1,053 0.03209	1,114 0.03395	1,174 0.0358	

**FORT FRYE LOCAL SCHOOL DISTRICT
ATHLETIC COACHING SALARY SCHEDULE
2019-2020 SCHOOL YEAR**

Base Salary	33,129	YEARS OF EXPERIENCE IN POSITION IN THE DISTRICT					1%
POSITION	0	1	2	3	4	5	
Athletic Director	6,295 0.19	6,540 0.19742	6,788 0.20489	7,033 0.21228	7,279 0.21971	7,525 0.22713	
Volleyball Head	2,909 0.08782	3,071 0.09271	3,237 0.0977	3,418 0.10316	3,607 0.10888	3,789 0.11438	
Junior Varsity	1,498 0.04521	1,651 0.04983	1,796 0.0542	1,946 0.05874	2,092 0.06314	2,225 0.06715	
Junior High Volleyball Head (2)	1,195 0.03608	1,407 0.04246	1,597 0.0482	1,797 0.05423	1,997 0.06028	2,137 0.0645	
Baseball/Softball Heads	2,069 0.06246	2,259 0.06818	2,458 0.0742	2,663 0.08039	2,856 0.08622	3,216 0.09709	
Varsity Assistant	1,386 0.04185	1,513 0.04568	1,647 0.0497	1,797 0.05423	1,922 0.05803	2,057 0.06209	
Junior Varsity	1,195 0.03608	1,407 0.04246	1,597 0.0482	1,784 0.05386	1,915 0.0578	2,018 0.0609	
Junior High Girls	805 0.02431	1,002 0.03025	1,196 0.0361	1,396 0.04213	1,493 0.04508	1,598 0.04824	
Track/Cross Country Head	2,069 0.06246	2,259 0.06818	2,458 0.0742	2,663 0.08039	2,856 0.08622	3,216 0.09709	
Varsity Assistant	1,195 0.03608	1,407 0.04246	1,597 0.0482	1,797 0.05423	1,922 0.05803	2,057 0.06209	
Junior High	805 0.02431	1,002 0.03025	1,196 0.0361	1,396 0.04213	1,493 0.04508	1,598 0.04824	
Golf Head	1,858 0.05608	2,069 0.06246	2,259 0.0682	2,459 0.07423	2,585 0.07803	2,720 0.08209	
Cheerleading Head	1,596 0.04818	1,797 0.05423	2,001 0.0604	2,194 0.06622	2,349 0.0709	2,513 0.07586	
Jr. High Cheerleading	715 0.02159	765 0.0231	815 0.0246	866 0.02613	916 0.02764	966 0.02915	
Football Head	3,662 0.11053	3,866 0.11669	4,055 0.1224	4,259 0.12857	4,453 0.1344	4,671 0.141	
Varsity Assistant (3)	2,001 0.06039	2,194 0.06622	2,402 0.0725	2,598 0.07843	2,795 0.08437	2,996 0.09042	
Junior Varsity	2,001 0.06039	2,194 0.06622	2,402 0.0725	2,598 0.07843	2,795 0.08437	2,996 0.09042	
Junior High (2)	1,195 0.03608	1,407 0.04246	1,597 0.0482	1,797 0.05423	1,997 0.06028	2,137 0.0645	
Basketball Head	3,662 0.11053	3,866 0.11669	4,055 0.1224	4,259 0.12857	4,453 0.1344	4,671 0.141	
Varsity Assistant	2,454 0.07406	2,590 0.07818	2,717 0.082	2,854 0.08614	2,982 0.09	3,131 0.0945	
Junior Varsity	2,001 0.06039	2,194 0.06622	2,402 0.07250	2,598 0.07843	2,795 0.08437	2,996 0.09042	
Freshman	1,334 0.04026	1,523 0.04598	1,776 0.0536	1,906 0.05753	2,095 0.06325	2,242 0.06768	
Junior High (2)	1,195 0.03608	1,407 0.04246	1,597 0.0482	1,797 0.05423	1,997 0.06028	2,137 0.0645	
Wrestling Head	2,719 0.08208	2,781 0.08394	2,841 0.08576	2,904 0.08765	2,965 0.08951	3,027 0.09136	
Activity Coordinator (6)	879 0.02652	940 0.02838	1,000 0.0302	1,063 0.03209	1,125 0.03395	1,186 0.0358	
Weight Room Supervisor/Coordinator (4)	879 0.02652	940 0.02838	1,000 0.0302	1,063 0.03209	1,125 0.03395	1,186 0.0358	

**FORT FRYE LOCAL SCHOOL DISTRICT
PROFESSIONAL STAFF FORMAL GRIEVANCE FORM
LEVEL TWO**

Once the employee has tried to settle his/her problem informally with his/her immediate supervisor and the discussion does not resolve the grievance, the employee has the right to lodge a written grievance with the building principal.

This second step in the grievance procedure requires a "statement of the facts upon which the grievance is based and a reference to the specific provision of the written agreement allegedly violated, misinterpreted or misapplied."

Please fill out the form with the appropriate information.

Date _____ Time _____

Name of Grievant _____

Section of Contract Violated _____

Statement of the Grievance _____

Requested Remedy _____

Signature of Aggrieved Employee

Signature of Principal

**FORT FRYE LOCAL SCHOOL DISTRICT
NOTICE OF GRIEVANCE HEARING FORM
LEVELS TWO AND THREE**

TO: _____

This is a written notification of a grievance hearing to be held as follows:

Date: _____

Time: _____

Place: _____

Signature

Date: _____

FORT FRYE LOCAL SCHOOL DISTRICT Benefit Summary H.S.A. (Group Number 10346)		
SERVICE	NETWORK BENEFITS	NON-NETWORK BENEFITS
Maximum Individual Limit (per lifetime)	Unlimited The maximum individual limit applies across all plans or options offered by the employer. When the maximum individual limit is reached under one option or plan, it is also reached under any other options or plans offered by the employer.	
Deductible (per Calendar Year)	\$2600/person; \$5200/family --NETWORK	
Out-of-Pocket Expense (per Calendar Year – includes deductible)	\$2600/person; \$5200/family—NETWORK \$5000/Person: \$10,000/family NON-NETWORK	
❖ Preventative Care	NETWORK	NON-NETWORK
Preventive Services Well child Care Immunizations Labs	100%	60% after Deductible
➤ Routine Physicals Wellness Exams	100%	60% after Deductible
➤ Routine Mammogram	100% (one mammogram per calendar year)	60% after Deductible
➤ Routine PAP Test	100% (one pap test per calendar year)	60% after Deductible
➤ Routine PSA Test	100% (one psa test per calendar year)	60 % after Deductible
❖ Hospital		
➤ In-Patient (general hospital only)	100% after Deductible	60% after deductible
➤ X-ray, Lab, Anesthesia	100% after Deductible	60% after deductible
➤ Physician Visits	100% after Deductible	60% after deductible
❖ Out-Patient Expenses		
➤ Office Visits	100% after deductible	60% after deductible
➤ X-ray & Lab	100% after deductible	60% after deductible
➤ Physical Therapy	100% after deductible (\$1,000 per calendar year maximum) The calendar year maximum may be exceeded only if continuing therapy is deemed medically necessary and progressive in nature. You may not exceed the calendar year maximum for maintenance therapy.	60% after deductible
➤ Surgery	100% after deductible	60% after deductible
➤ Second Surgical Opinion	100% after deductible	60% after deductible
➤ Out-Patient Hospital	100% after deductible	60% after deductible
➤ Emergency Room	100% after deductible	60% after deductible
➤ Pre-Admission Testing	100% after deductible	60% after deductible
➤ Chiropractic Care	100% after deductible	60% after deductible
➤ Maternity Care	Same as any other illness	60% after deductible
➤ Skilled Nursing Facility	100% after deductible	60% after deductible
➤ Home Health Care	100% after deductible (60 Visit Maximum per benefit period)	60% after deductible
➤ Hospice Care	100% after deductible	60% after deductible

SERVICE	NETWORK BENEFITS	NON-NETWORK BENEFITS
➤ Rehabilitative Hospital	100% after deductible (\$24,000 per calendar year maximum)	60% after deductible
❖ Mental Health/Substance Abuse Care		
➤ In-Patient Mental Health (Psychiatric or General Hospital)	100% after deductible	60% after deductible
➤ In-Patient Substance Abuse (Substance Abuse or General Hospital)	100% after deductible (22 days* per calendar year maximum)	60% after deductible
➤ Out-Patient Mental Health Care	100% after deductible (15 visits per calendar year maximum)	60% after deductible
➤ Out-Patient Substance Abuse Care	100% after deductible (\$1,000 per calendar year maximum)	60% after deductible
❖ Medical Supply and Equipment Purchase or Rental	100% after deductible	60% after deductible
❖ Private Duty Nursing	100% after deductible (\$5,000 per calendar year maximum)	60% after deductible
❖ Ambulance	100% after deductible	60% after deductible
❖ Supplemental Accident	100% after deductible	60% after deductible
❖ Prescription Drugs – Pharmacy Data Management		
➤ Brand Name Drugs	100% after deductible	
➤ Generic Drugs	100% after deductible	
•		

This document is intended to be a brief summary of benefits currently available to Fort Frye Local School District Plan Participants. As such, it does not contain all the conditions and limitations applicable to the benefits which may be available under the Plan. For more information regarding a particular benefit, you should consult the Summary Plan Description which is provided by the Plan Administrator to each Participant in the Plan. This document is not intended to be a Summary Plan Description as that term is defined in ERISA. Any conflict or ambiguity arising between this document and the actual Plan Document for the Fort Frye Local School District Plan shall be resolved in favor of such Plan Document. Interpretation of any Plan provision shall be made by the Plan Administrator under the terms of the Plan Document. The benefits under this Plan are subject to change in accordance with the amendment procedures established by the Plan, and any such changes may not necessarily be reflected in this document.

Self-Assessment Summary Tool

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

Name:

Date:

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

Professional Growth Plan

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

☐

Self-Directed

☐

Collaborative

Teacher

Evaluator

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

Evaluator Signature

Date

Teacher Signature

Date

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

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____ Building: _____

Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator has a final summative rating of ineffective. However, districts have discretion to place a teacher 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.

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

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

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

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

Improvement Plan (continued)

Section 3: Specific Plan of Action

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

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

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

--

Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Evaluation: _____

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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

Teacher Performance Evaluation Rubric

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

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

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

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

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

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

Instruction and Assessment					
INSTRUCTION AND ASSESSMENT	CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Ineffective	Developing	Skilled	Accomplished
		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. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	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. Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. 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.	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. Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work). The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning. 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.	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. Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations. 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. A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.
	Evidence				

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

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

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:

Date of Improvement Plan Conference:

School Year:

Building:

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

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

Improvement Plan (continued)

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

Section 4: Assistance and Professional Development

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

--

Date for this Improvement Plan to Be Evaluated:

School Counselor's Signature: _____

Date:

Evaluator's Signature: _____

Date:

Improvement Plan: Evaluation of Plan

School Counselor Name:

Date of Evaluation:

School Year:

Building:

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:
- ☐ Recommend dismissal.

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

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

School Counselor's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

* The level of performance varies depending on school counselor's years of experience.

Ohio School Counselor Evaluation System

Self-Assessment

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?

I possess the knowledge and skills to design a comprehensive and proactive school counseling program.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
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I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
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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
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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	1	2	3	4	5
N/A	Not at all	Partially	Somewhat	Almost Fully	Completely

Individual Student Planning: I work directly with students to support their academic progress and goals.

0	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	Always

Individual Student Planning: I work directly with students to develop their college and career-related knowledge, skills and pathways.

0	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	Always

Individual Student Planning: I work directly with students to support their social/emotional development, skills and mindsets.

0	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	Always

Responsive Services: I develop appropriate interventions for students as needed.

0	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	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	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	Always

I coordinate school and community resources and provide referrals as needed to support students and promote their success.

0	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	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	1	2	3	4	5
N/A	Not at all	Partially	Somewhat	Almost Fully	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	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	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	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	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	1	2	3	4	5
N/A	Never	Rarely	Sometimes	Frequently	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

Ohio School Counselor Evaluation System

Professional Growth Plan

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: _____

Evaluator Name: _____

☐ Self-Directed ☐ Collaborative

Goal One	<i>Choose the Standard(s) aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.</i>			
	☐ Comprehensive School Counseling Program Plan		☐ Evaluation and Data	
	☐ Direct Services for Academic, Career, and Social/Emotional Development		☐ Leadership and Advocacy	
	☐ Indirect Services		☐ Professional Responsibility, Knowledge & Growth	
	Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Goal Two	<i>Choose the domain(s) aligned to the Metric of Student Outcomes goal.</i>			
	☐ Academic ☐ College/Career ☐ Social/Emotional			
	Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

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.

Standard One: Comprehensive School Counseling Program Plan – 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.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	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.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
	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.	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.	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.	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.
	The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence				

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.

	Ineffective	Developing	Skilled	Accomplished
	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.	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.	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.	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.
	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.	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.	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.	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.
	The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	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.
Evidence				

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.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	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.	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.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	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.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	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.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	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.
Evidence				

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.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not monitor student performance and progress.	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.	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.	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.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	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.
Evidence				

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.

Ineffective	Developing	Skilled	Accomplished
The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
The school counselor does not advocate for nor responds to the needs of diverse populations.	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.	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.	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.
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.	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.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	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.
The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	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.	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.	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.

Evidence				
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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.

	Ineffective	Developing	Skilled	Accomplished
	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.	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.	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 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.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	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.	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.	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.
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
Evidence				

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	Developing	Skilled	Accomplished
	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.
Evidence				

05/18/2016

Questionnaire

Name: _____ Building _____

Current Grade Level: _____ Current Subject Area: _____

Are you currently working on another area of licensure?

Do you have a new license?

If so, what is your new license?

Are you planning on continuing employment in this district next year?

If eligible, do you plan on retiring after this school year?

Are you satisfied in your current position and building? If yes, stop here.

If you would be interested in making a change in your current position, please answer the following questions. The information is for administrative awareness and does not mean that a change will be made.

What grade level would you be interested in teaching?

What subjects would you be interested in teaching?

In which building would you like to teach?

Additional Comments:

Forms to be returned to the building principal by March 15.

Fort Frye Local School District

Office of the Treasurer

510 Fifth Street, P.O. Box 1149 ~ Beverly, OH 45715-1149

Phone (740) 984-8260 ~ FAX (740) 984-4614

CERTIFICATE

Section 5705.412, Ohio Revised Code

In the matter of: Negotiated Agreement between the Fort Frye Local School District Board of Education and the Fort Frye Teachers' Association for the period July 1, 2017 through June 30, 2020.

It is hereby certified that the Fort Frye Local School District Board of Education, Washington County, Ohio, has in effect for the remainder of the fiscal year and the succeeding fiscal year the authorization to levy taxes 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 calendar for the current fiscal year and for a number of days in the 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 23, 2017

FORT FRYE LOCAL SCHOOL DISTRICT

By Stacy R Bolden
Treasurer

By Stephanie D. Hatcher
Superintendent of Schools

By Johnny R. Baker
President, Board of Education