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NEGOTIATIONS AGREEMENT

between

THE VERMILION LOCAL SCHOOL DISTRICT
BOARD OF EDUCATION

and

THE VERMILION TEACHERS ASSOCIATION

September 1, 2019 to August 31, 2022

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**AGREEMENT BETWEEN
THE VERMILION LOCAL SCHOOL DISTRICT
BOARD OF EDUCATION
AND
THE VERMILION TEACHERS ASSOCIATION**

ARTICLE I – TERM OF AGREEMENT

- 1.01 This Agreement between the Vermilion Local School District Board of Education (“Board”) and the Vermilion Teachers Association (“Association”) sets forth all the terms and provisions relative to salaries, fringe benefits, and other terms and conditions of employment within the scope of collective bargaining on or concerning which the parties intend to bargain or contract during the life of this Agreement. Neither party shall have a duty to bargain on any subject during the life of this Agreement unless required by law. This Agreement sets forth all agreements between the parties and supersedes and renders null and void any and all prior agreements between the parties.
- 1.02 This Agreement shall become effective upon ratification by the Association and adoption by the Board and shall remain effective until midnight on August 31, 2022.

ARTICLE II – RECOGNITION

- 2.01 The Board shall continue to recognize the Association as the exclusive bargaining representative of all full-time and regularly employed part-time certificated/licensed employees, including long-term substitutes, but excluding all administrative, supervisory employees, psychologists, substitutes, and personnel employed under the Auxiliary Services Fund, but including Department Chairpersons and in-school tutors who are certified teachers (hereinafter “members of the bargaining unit”).
- 2.02 As used in this Agreement, “his” includes “her” and “her” includes “his”.

ARTICLE III – NEGOTIATIONS PROCEDURE

- 3.01 Either party may request opening of negotiations by notifying the other party in writing of its desire to do so. Such notification shall occur no earlier than the 1st day of March and no later than the 15th day of March of the year in which this Agreement expires. Notification from the Association shall be served on the Superintendent and notification from the Board shall be addressed to the President of the Association. A party receiving notification shall acknowledge receipt in writing.
- 3.02 Within fifteen (15) business days after receipt of such notice, an initial meeting shall be held for the purpose of permitting each party to submit in writing all of its proposals. Thereafter neither party shall submit additional items unless agreed to by both parties.
- 3.03 Until negotiations are concluded, either party may require at each meeting a decision of the date, time and place of a subsequent meeting. Meetings shall be scheduled at reasonable intervals, places, and times to avoid, as nearly as practicable, conflict and interference with school and employment schedules.
- 3.04 Representation at all negotiation meetings shall be limited to three (3) designated representatives selected by the Board and three (3) designated representatives selected by the Association, unless

the parties mutually agree otherwise. Each bargaining team shall have the authority to negotiate on behalf of its party, subject to Board approval and Vermilion Teachers Association (VTA) ratification, as provided by statute. At the initial meeting, each party shall designate its representatives and only those so designated shall attend negotiation meetings, unless the parties otherwise mutually agree. However, each party may have up to two (2) observers present at each meeting.

- 3.05 The parties agree to furnish, upon written request and in a reasonable time, available information concerning the financial status of the District and such other available information as will assist the parties in the development and evaluation of proposals. Access to available information in such form as it may exist constitutes compliance with this provision, and neither party is obligated to develop data or information not in existence or to rework, redraft, summarize, compute or otherwise develop data or information in other than its existing form.
- 3.06 Negotiation meetings shall be closed to the news media and the public.
- 3.07 As tentative agreement is reached on items which are the subject of negotiations, the Agreement shall be reduced to writing and initialed by the designated representatives of each party, but such initialing shall not be construed as final agreement between the representatives until all items have been so initialed and ratified by both parties.
- 3.08 When tentative agreement has been reached on all items, the Agreement shall be reduced to writing and submitted to the members of the bargaining unit for ratification. The Association's designated representatives shall recommend and urge ratification. Following ratification by the Association, the Agreement shall be submitted to the Board for adoption by resolution at its next regular or special meeting. The Board's designated representatives shall recommend and urge ratification. The adopted Agreement shall be signed by the presidents of the respective parties.
- 3.09 The negotiations period shall not exceed forty-five (45) calendar days from the date of the initial meeting held pursuant to Section 3.02 of this Article unless extended by mutual agreement. If agreement is not reached within forty-five (45) days, either party may declare a bargaining impasse whereupon the parties shall jointly request the services of a mediator from the Federal Mediation and Conciliation Service. Mediation shall constitute the parties' final and exclusive dispute settlement procedure, as more fully explained in Section 3.10 of this Article. The mediation period shall terminate on the expiration date of this Agreement or such subsequent date certain as the parties' negotiating teams may mutually agree upon.
- 3.10 The negotiating procedure set forth in this Article supersedes and takes precedence over any inconsistent time limits or procedure set forth in Section 4117.14 of the Ohio Revised Code, which statutory time limits and procedure are hereby mutually waived. Mediation, as described in Section 3.09 of this Article, constitutes the parties' mutually agreed upon, final, and exclusive dispute settlement procedure and shall operate in lieu of any and all of the settlement procedures set forth in Section 4117.14 of the Ohio Revised Code. This Article does not diminish or preclude the legal right to strike provided that the procedures herein have been followed, mediation has been attempted and failed, the collective bargaining agreement has expired, and the Association has given the Board a ten (10) day prior written notice of an intent to strike with a copy to the State Employment Relations Board.

ARTICLE IV – GRIEVANCE PROCEDURE

4.01 Purpose – The purpose of this grievance procedure is to secure, at the lowest possible level, equitable solutions to grievances. The parties agree that all proceedings shall be kept as confidential as possible.

4.02 Definitions

- A. A grievance shall mean a claim by a member(s) of the Bargaining Unit or the Association that there has been a violation, misinterpretation or misapplication of this Agreement.
- B. The term “grievant” means a member(s) of the Bargaining Unit, or the Association, who files a grievance.
- C. For complaints on matters other than the terms of this Agreement, please refer to the Administrative Procedure and Forms for submitting complaints. (The procedure and forms are available in the administration office in each building.)

4.03 Procedural Steps

Step 1: A grievant shall first schedule a meeting with his principal or other immediate supervisor and attempt to settle his grievance informally.

Step 2: If a grievance is not resolved under the informal procedure, the grievance shall be reduced to writing on the Grievance Form I. (Appendix G-1) The written grievance shall be filed with the principal or other immediate supervisor not later than fifteen (15) days after the date on which the grievant knew or should have known of the claimed violation, misinterpretation, or misapplication of this Agreement. A copy of the form shall be distributed to the Association Grievance Chairperson. If the written grievance is not filed within the foregoing time limit, the grievance shall be considered waived. The written grievance shall be filed with the principal or other immediate supervisor on Form I and shall contain the following:

- A. Name of Grievant
- B. Date filed
- C. Date(s) alleged grievance occurred
- D. Facts upon which the grievance is based
- E. Specific provisions of the Agreement alleged to have been violated, misinterpreted, or misapplied
- F. The remedy sought
- G. Signature of Grievant

Within five (5) days of the receipt of the written grievance, the principal or immediate supervisor shall meet with the grievant in an effort to resolve the grievance. Beginning at this point, and at all following stages of the grievance procedure, the grievant may be accompanied and represented by any person of his/her own choosing. The principal or other immediate supervisor shall indicate in writing to the grievant his disposition of the grievance and the reasons for said disposition within five (5) days of the Step 2 meeting. Copies of the disposition shall be forwarded to the grievant, the Association Grievance Chairperson, and the Superintendent.

Step 3: If the grievant is not satisfied with the disposition of the grievance in Step 2, or if no disposition has been made within the above stated time limitations, the grievant shall notify the Superintendent in writing that the grievance is being appealed to Step 3. Such written notice must be filed on Grievance Form II (Appendix G-2) with the Superintendent within five (5) days from the date the written disposition was made or should have been made under Step 2. A copy of said form shall be forwarded to the Association Grievance Chairperson. If such written notice of appeal is not given within the foregoing time limit, the grievance shall be considered waived.

Within five (5) days of his receipt of such written notice, the Superintendent shall meet with the grievant in an effort to resolve the grievance. The Superintendent shall indicate in writing to the grievant his disposition of the grievance and the reasons for said disposition within five (5) days of the Step 3 meeting. Copies of the disposition shall be forwarded to the grievant and the Association Grievance Chairperson. In the case of grievances filed by the Association, the grievance procedure will commence with this step unless the act or condition causing the grievance occurred at a lower administrative level, in which case the grievance will be filed at that lower administrative level.

Step 4: If the grievant is not satisfied with the disposition of the grievance in Step 3, or if no disposition has been made within the above stated time limitations, the grievant shall notify the Board that the grievance is being appealed to Step 4. Such written notice must be filed on Grievance Form III (Appendix G-3) with the Treasurer of the Board within five (5) days from the date the written disposition was given or should have been given in Step 3. Copies shall be sent to the Association Grievance Chairperson, the Superintendent, and the grievant's immediate supervisor. If such written notice of appeal is not given within the foregoing time limit, the grievance shall be considered waived. On the date of the Board's next regularly scheduled meeting occurring at least ten (10) days after receipt of the notice of appeal, the Board or a committee of the Board consisting of at least three (3) of its members will meet with the grievant and the Superintendent to review said grievance. Unless otherwise mutually agreed, all evidence shall be given by the parties at the initial hearing meeting. The Board or the committee of the Board designated to hear the matter, will indicate its disposition of the grievance in writing to the grievant within five (5) days of the Step 4 meeting. Copies shall be distributed to the Association Grievance Chairperson, the Superintendent and the grievant's immediate supervisor.

Step 5: In the event that the Association is not satisfied with the disposition of the Board on the grievance, or if no written disposition is received by the Association within the above stated time limitations (Step 4), the Association by written notice to the Treasurer of the Board shall have the right to appeal the grievance to an impartial arbitrator. Such notice must be filed with the Treasurer within five (5) days from the date the written disposition was given or should have been given in Step 4. If such notice is not given within the foregoing time limit, the grievance shall be considered waived. The appeal for arbitration of the grievance shall be filed mutually with the American Arbitration Association within fifteen (15) days. The arbitrator shall be selected in accordance with the Voluntary Rules of the American Arbitration Association, from a panel of nine (9) names furnished to the parties by the American Arbitration Association. Should a mutually agreeable arbitrator not be obtained from the first panel of names submitted, the arbitrator shall be selected from a second panel of nine (9) names furnished to the parties by the American Arbitration Association.

The arbitrator's decision will be in writing and will set forth his findings, reasonings, and conclusions on the issues submitted. The arbitrator will be without power or authority to

make any decision which requires the commission of an act prohibited by law. The decision of the arbitrator shall be binding on the parties. The arbitrator shall have no power to alter, add to or detract from the provisions of this Agreement. The cost for the arbitrator's services will be borne equally by the school board and the grievant.

4.04 Time Limitations

- A. The time limitations set forth in Steps 1 through 5 of the grievance procedure are maximums. The time limitations may be extended, however, by written mutual agreement of a representative of the Board and of the grievant.
- B. If a decision on a grievance is not appealed within the time limits specified in any step of the grievance procedure, the grievance will be deemed settled on the basis of the disposition in the prior step.
- C. Failure at any step of the grievance procedure to communicate the disposition of a grievance within the specified time limits shall permit the grievance to proceed to the next step.
- D. In the event a grievance is filed after May 15 in any school year, and strict adherence to the time limits may result in hardship to any party, the parties shall make reasonable efforts to process the grievance prior to the end of the school year or as soon thereafter as possible.
- E. Except for arbitration proceedings, all meetings or hearings held pursuant to the grievance procedure shall be scheduled so as not to conflict or interfere with the regularly assigned duties of members of the bargaining unit. All parties to the grievance and witnesses shall be granted leave without loss of pay to attend the arbitration proceedings.
- F. The term "days" when used in this procedure shall mean days during which school is in session.

4.05 Rights of Parties

- A. If the grievant is represented by legal counsel at Steps 2 through 5 of the grievance procedure, the meeting may be postponed for a time not to exceed five (5) days until counsel for the Board may be present.
- B. The Chairperson of the Grievance Committee of the Association shall be notified of each meeting in Steps 2 through 5 held to resolve the grievance and shall be given a copy of the disposition of the grievance at each step.
- C. The fact that an employee files a grievance shall not be recorded in his personal file or in any files used in the transfer, assignment or promotion process. No reprisal of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation.
- D. Nothing contained in the procedure shall be construed as limiting the individual right of a certificated employee, having a complaint or problem, to discuss the matter informally with members of the administration through normal channels of communication.
- E. The Board and/or its administrators shall provide to the grievant upon written request any information that the grievant reasonably determines is essential to his/her/its grievance.
- F. Copies of all grievance forms are available in all schools.

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

ARTICLE V - SALARIES AND CO-CURRICULAR

5.01 Explanation of Salary Schedule Headings

- A. Bachelors +18 Graduate Hours or 150 Semester Hours – The holder of a Bachelors Degree who earns an additional 18 semester hours of graduate credit or the holder of a Bachelors Degree which contains 150 semester hours of credit.
- B. Bachelor +30 Graduate Hours – Those who hold a Bachelor's degree and an additional 30 graduate semester hours.
- C. Masters – The Masters schedule applies to people who hold a Masters.
- D. Masters +18 – Those who hold a Masters and an additional 18 graduate semester hours.
- E. Masters +30 – Those who hold a Masters and an additional 30 graduate semester hours.
- F. Masters +45 – Those who hold a Masters and an additional 45 graduate semester hours.
- G. Doctorate – The holder of an earned Doctorate.
- H. Service Credit – Credit will be given for:
1. Each year (consisting of at least one hundred twenty [120] days) of teaching experience in an accredited public, private, or parochial school;
 2. Each year (consisting of at least eight [8] continuous months) of active military service in the armed forces of the United States.

A teacher new to Vermilion's public schools normally will not receive more than ten (10) years credit for past teaching and military service.

For the purpose of this Article, the term "Masters" includes the M.A., M.S., and M.Ed. degrees. The term "Doctorate" includes the Ph.D. and Ed.D. degrees.

5.02 Supplemental Contracts

- A. A committee consisting of the Association President, building principal/athletic director, and the Superintendent can make additions, deletions or changes in levels on this schedule and other contractual stipends at any time during the life of this contract. Additionally, this committee will make recommendations to the Board to suspend contracts during the term of each contract if necessary due to participation levels. Supplemental contracts will be suspended within the specific activity/sport by position title in the following order: (1) non-certified personnel, (2) certified personnel who do not hold teaching contracts in Vermilion and (3) teachers employed by Vermilion. In the event of suspension of an activity/sport, pay will be prorated based on days worked.

The committee shall operate on majority rule and their decision shall be binding and not subject to the grievance procedure. The committee shall be convened at the request of any of its members. Any adjustment made to the level of a supplemental position shall take effect the following year. First consideration with respect to remunerative adjustments for the succeeding school year will be given to members of the bargaining unit who file a written request with the Superintendent for consideration by March 15th with a copy to the VTA President.

- B. When co-curricular vacancies occur, a Vermilion teacher who is otherwise qualified shall be hired. Unsatisfactory evaluation means you are not qualified.
- C. The provisions of this Section supersede any contrary provisions of law.

- 5.03
 - A. Appendix I, 2019-2020 Salary Schedule - 5% on Base
 - B. Appendix I, Extended Time and Additional Services
 - C. Appendix I, Co-Curricular and Additional Duties
 - D. Appendix I, Athletic Responsibilities

- 5.04
 - A. Appendix J, 2020-2021 Salary Schedule – 0.5% on Base
 - B. Appendix J, Extended Time and Additional Services
 - C. Appendix J, Co-Curricular and Additional Duties
 - D. Appendix J, Athletic Responsibilities

- 5.05
 - A. Appendix K, 2021-2022 Salary Schedule – 0.5% on Base
 - B. Appendix K, Extended Time and Additional Services
 - C. Appendix K, Co-Curricular and Additional Duties
 - D. Appendix K, Athletic Responsibilities

- 5.06 Appendix L, Schedule E – Co-Curricular Index

- 5.07 Advancing on Pay Scale at Mid-Year

Those who cannot provide transcripts of credits for advancement in salary schedule by September 15 or who complete academic work prior to beginning of the second semester and submit transcripts of credit by January 15, will be placed on the appropriate salary schedule column for which such credits qualify them, beginning with the first payroll of the second semester. Pay will be adjusted by calendar days of the contract according to the following procedures:

Annual contract divided by 184 and multiplied
by days of the first semester = _____ (A)

(A) pay due during first semester

Annual contract (new column) divided by 184
and multiplied by days in second semester = _____ (B)

(B) pay due during second semester

(A) plus (B) = _____ pay due for school year

Subtracting _____ amount actually paid during periods
of first semester

<p>_____</p> <p>(C) Divided by number of remaining pay periods = _____</p>	<p>(C) Amount due for payment during remaining period of 26 annual pay periods</p> <p>Amount per pay period remaining from beginning of second semester through August</p>
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5.08 Extended Service

Should the term of service of any member of the bargaining unit extend beyond the regular school year and not be covered by the preceding sections of this Article, said member will be paid for each day of extended service at the member's current daily rate exclusive of supplementary pay. The number and length of any extended day/time contracts will be determined by the Board on an annual basis with exception of those specified:

- A. High School Counselors will be offered fifteen (15) days of extended service.
- B. Elementary and middle school counselors will be offered ten (10) days of extended service.
- C. The supplemental contract of the Technology Coach will be offered up to ten (10) days of extended supplemental contract service.

5.09 Payroll Deductions

- A. The Board shall continue to make payroll deductions for Association dues and United Charities as in the past. The Board shall also continue to make payroll deductions (including FCPE contributions) as authorized by Section 3313.262 of the Ohio Revised Code at the uniform rate of fifty cents (\$.50) per participating member per year. The Board shall make payroll reductions up to the legal limits for those tax sheltered annuities in which at least five (5) members are participating. Employees who are participating in a tax sheltered annuity by reductions as of May 1, 1990 which continue to be approved may continue reductions for that annuity even if there are fewer than five (5) participants. To participate, the employee will fill out the necessary forms.
- B. By not later than October 15 of each school year, the Association shall supply the Treasurer with an alphabetized list of all members of the bargaining unit desiring payroll deductions for Association dues. Such list shall specify for each member of the bargaining unit named thereon the amounts of such deductions. Association dues deducted under this Section shall be deducted over the fifteen (15) consecutive pays succeeding October 31 of the school year.
- C. *(The Fair Share Fee section is null and void as a matter of law based on the Supreme Court decision in Janus v. AFSCME, Council 31, 585 U.S. (2018) and is dormant so long as that decision remains in effect but is preserved and shall be reenacted in this agreement should the law change in future years.)*

Fair Share Fee

Payroll Deduction of Fair Share Fee: The Board shall deduct from the pay of members of the bargaining unit who elect not to become or to remain members of the Vermilion Teachers

Association, a fair share fee for the Association's representation of such non-members during the term of this contract. Payroll deduction of such fees shall begin at the second payroll period in January for the next ten (10) consecutive pays of the school year, except that no such fees will be deducted prior to the second paycheck of a new employee. This provision does not apply to any bargaining unit member who was not a member of the Association on June 15, 1990 and was an employee of the Board at that time, so long as said employee does not subsequently become a member of the Association or terminate employment.

Notification of the Amount of Fair Share Fee: Notice of the amount of the annual fair share fee, which shall not be more than 100% of the unified dues of the Association, shall be transmitted by the Association to the Treasurer of the Board on or about September 15 of each year during the term of this contract for the purpose of determining amounts to be payroll-deducted, and the Board agrees to promptly transmit all amounts deducted to the Association together with a description by name of the amount deducted.

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 the annual fair share fee less the amount previously paid through payroll deduction.

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 fair share 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.

Entitlement to Rebate: Upon timely demand, application may be made to the Association for an advance reduction/rebate of the fair share fee pursuant to the internal procedure adopted by the Association.

Indemnification of Employer: The Association on behalf of itself and the OEA and NEA agrees to hold the Board harmless in any suit, claim or administrative proceeding arising out of or connected with the imposition, determination or collection of service fees for dues, to indemnify the Board for any liability imposed on it as a result of any such suit, claim, or administrative proceeding. The Association agrees to indemnify and defend the Board at no cost to the Board. The Association shall reserve the right to designate counsel to represent and defend the employer. The Board agrees to (1) give full and complete cooperation and assistance to the Association and its counsel at all levels of the proceeding, (2) permit the Association or its affiliates to intervene as a party if it so desires, and/or (3) not oppose the Association's or its affiliates' application to file briefs *amicus curiae* in the action. For purposes of this Section, the term "Board" includes the Board of Education of the Vermilion Local School District, its members, the Treasurer, Superintendent and all members of the administrative staff.

5.10 Payroll Schedule and Deductions

- A. Salary payment shall be made either in twenty-six (26) or twenty-four (24) pays through electronic deposit. Any change shall occur only at the beginning of the school year with prior notice of that year's payroll schedule to the VTA and members. Changes shall only occur upon the approval of the Board and VTA.

- B. If twenty-six (26) payrolls, payday shall be every other Friday except during Leap Year when a payroll adjustment is necessary to avoid twenty-seven (27) pays. If this should occur, employees shall receive notification of the payday schedule for the year involved. If twenty-four (24) payrolls are used, payday shall be the first and third Friday of each month.
- C. One day's pay will be deducted for each day of absence that is not covered by Sick Leave or Personal Leave for other than Sick Leave. The basis for such deductions shall be calculated on the total number of days in the teacher's contract (184).
- D. A member of the bargaining unit who has one or more seasonal supplemental contract assignment, as opposed to the annual supplemental contract assignment, will receive their supplemental compensation in an individual check. Individual checks will be issued by separate payroll following the last regular payday of the month provided that the completion form is submitted to the Treasurer's Office by the cut-off date of the regular payroll.

All supplemental completion forms for each period must be turned in to the Treasurer's Office prior to the release of any check. (Appendix E)

All bargaining unit members will receive electronic notification of any supplemental contract(s) awarded following Board approval and that they are required to sign the contract at the Treasurer's Office prior to beginning supplemental employment.

5.11 Hourly Project Rate

The hourly project rate is twenty-eight dollars (\$28). The hourly project rate will be used for members teaching summer school.

5.12 Tutors

- A. In-school Tutors who are certified teachers ("Tutors") shall be employed and compensated as follows:

- 1. Contracts

Tutors shall be employed on an hourly, as needed, basis and shall not be eligible for multi-year limited contracts or continuing contracts. A Tutor's limited contract shall be non-renewed automatically without reason or notice at the end of each Tutor's contract period.

- 2. Compensation

- a. Tutors shall receive an hourly rate based upon the Tutor's experience on the salary schedule for each hour of student instruction. A Tutor's experience on the salary schedule for setting his/her hourly rate shall be advanced in accordance with the current salary schedule on a prorated basis based upon hours worked. The Board will pay the full Board portion of the health and life insurance premium for each Tutor that works full time. Tutors working at least 3-1/2 hours per day shall receive a prorated planning period.
- b. Regularly employed teachers of the District shall receive an hourly rate based upon the teacher's experience on the salary schedule for each hour of in-home student instruction with no further pay or benefits being paid for tutoring.

3. Individuals may be hired on a full-time or part-time basis as Tutors. Part-time Tutors may also have concurrent part-time teaching contracts. If so, hours worked as a Tutor will be added to the part-time teaching hours for pay advancement for both future tutoring and future teaching, prorated if the total is less than full-time. Tutoring hours will not be credited for any other purposes except as provided herein and in Exhibit (Grid) attached to this Agreement.

B. The provisions of this Section supersede any contrary provisions of law.

5.13 Retroactive Pay Adjustments

- A. The Board shall annually provide each employee with a Salary Notice. Additionally, each employee shall be provided a Salary Notice if his/her compensation changes during the year. It is the employee's responsibility to review the accuracy of each Salary Notice received, and to immediately report to the Superintendent any errors discovered. Any claims by current members for retroactive pay resulting from inaccurate placement on the salary schedule shall be limited by the current statute of limitations.
- B. The Superintendent will provide all newly hired employees with written instructions on how to determine accurate placement on the salary schedule, accrued sick leave, and years of service with STRS. It is understood that any claims for retroactive pay resulting from inaccurate placement on the salary schedule shall be limited to three (3) years from the first inaccurate salary notice received.

5.14 Employment of Retirees

The Board retains the right to employ Retirees, defined as teachers who have retired from Vermilion Local Schools and are receiving retirement benefits from the State Teacher Retirement System. The Board will make this determination pursuant to Board policy on a case-by-case basis.

- A. A Retiree will be employed either at Step 10 of the salary schedule if the Retiree retired with at least thirty (30) years teaching experience or at Step 5 of the appropriate salary schedule if he/she retired with less than thirty (30) years teaching experience. The Retiree will progress thereafter on the schedule as any other member of the bargaining unit on that Step. No previous experience will be used to determine progression thereafter. The initial salary placement for Retiree will reflect the education level of the Retiree (BA+10, MA, etc.) and will be adjusted when appropriate in accordance with the Collective Bargaining Agreement between the Board and the Association.

A Retiree shall accrue sick leave but shall not be eligible for severance pay upon leaving the employment of the Board.

- B. A Retiree shall be granted a one (1) year limited teaching contract which will automatically be non-renewed without further notice at the end of the contract year. Any subsequent contract shall be a one (1) year limited contract, also subject to automatic non-renewal as above, and the Retiree will not be eligible for nor be granted a continuing contract.

No previous service time shall be used to determine seniority for purposes of a reduction in force.

- C. All terms, conditions, rights and responsibilities afforded to members of the bargaining unit shall apply to all Retirees unless expressly stated otherwise above. Any term, condition, right and responsibility expressly stated above is intended to apply to all Retirees, regardless of any statutory or contractual provisions on those matters and the provisions set forth in this Section 5.14 specifically are intended by the parties to supersede such statutory and contractual provisions, including, but not limited to, Ohio Revised Code 3317.13.

5.15 Vermilion Service

Members who qualified for longevity based upon years of service (as set forth below) in the Vermilion School District on or before the date of July 1, 2013, and did not receive a step increase at the beginning of the school year, shall receive the following annual payment upon completion of the listed years of service payable at the end of the school year. These payments are not cumulative. Service is based upon seniority as defined in Article 30; placement on the salary schedule is not determinative. No further compensation under this Section will be paid to employees who did not qualify on or before July 1, 2013. Those employees who qualify for continued compensation will be "frozen" at the payment amount received during the 2012-2013 contract year and there will be no further progression on the steps for years of service.

<u>Years of Service</u>	<u>Payment Amount</u>
16	780
17	780
18	1080
19	1080
20 and up	1380

ARTICLE VI - LIFE INSURANCE

- 6.01 The Board will fully pay the premium for group term life insurance in the amount of thirty-five thousand dollars (\$35,000.00) life and thirty-five thousand dollars (\$35,000.00) accidental death and dismemberment for each full-time member of the bargaining unit. The Board will pay one-half (1/2) the premium for each member of the bargaining unit who works at least half-time but less than full-time.
- 6.02 Subject to the insurer's limitations, restrictions, or conditions, if any, members of the bargaining unit may purchase additional term life insurance at the group rate.

ARTICLE VII - MEDICAL, DENTAL AND VISION INSURANCE

7.01 Medical Insurance

The Board will maintain a health care program for all District employees through the Lake Erie Regional Council (LERC). The projected schedule of benefits effective January 1, 2017 is set forth in Appendix M (Premium Plan).

The Board, through the LERC Minimum Value Plan (Appendix N), shall also offer a plan that equals the sixty percent (60%) minimum value as defined by the Affordable Care Act once defined

to eligible employees who may otherwise not meet affordability requirements. This plan may also be offered to any employee who elects the coverage as an option to the existing plan.

Employees will contribute fifteen percent (15%) of the cost of the District's monthly health care premium.

The Board will pay one-half (1/2) the premiums for each member of the bargaining unit who works at least half-time but less than full-time. Any employee who elects NOT to take health care coverage shall receive the following monthly amounts: Single, one hundred dollars (\$100.00) and Family, two hundred dollars (\$200.00). Employees' spouses who also work in the District will not be eligible for this payment option. Any employee married couple can elect either one (1) family plan or two (2) single plans. Election shall be made within the annual window period between sixty (60) and ninety (90) days prior to renewal date. All following Articles are based upon above stipulations.

- A. New employees may enroll for health and prescription drug coverages on the effective date of employment by the Board. Current employees may enroll at any time if accepted by the insurer.
- B. A member of the bargaining unit who retires or resigns after completion of a school year shall continue to receive the District's health insurance coverage until the effective date of his resignation, for purposes retirement or otherwise.
- C. The Board will add Flexible Spending Accounts to the health coverage, contributing three hundred dollars (\$300.00) per year to a Flexible Spending Account for each full-time teacher.
- D. Eligibility for Board paid health insurance plan:
 - 1. Single or married employees are eligible for a single plan.
 - 2. Married employees may qualify for a family plans, if needed.
 - 3. A single employee may qualify for a family plan if he or she is the sole support or legal guardian of a child or children.

7.02 Dental Insurance

- A. The Board shall provide a group dental insurance plan for full-time members of the bargaining unit and their eligible dependents.
- B. The Board shall pay eighty-five percent (85%) for dental coverage for all full-time employees.
- C. Eligibility for Board paid dental insurance plan:
 - 1. Single or married employees are eligible for a single plan.
 - 2. Married employees are eligible for family plans, if needed.
 - 3. A single employee may qualify for a family plan if he or she is the sole support or legal guardian of a child or children.

7.03 Vision Insurance

- A. The Board shall provide a group vision insurance plan for full-time members of the bargaining unit and their eligible dependents.

B. The Board shall pay eighty-five percent (85%) for vision coverage for all full-time employees.

C. Eligibility for Board paid vision insurance plan:

1. Single or married employees are eligible for single plan.
2. Married employees are eligible for family plans, if needed.
3. A single employee may qualify for a family plan if he or she is the sole support or legal guardian of a child or children.

7.04 The Board shall maintain a Cafeteria and/or a Section 125 Plan as permitted by Internal Revenue Code.

7.05 Employees may “opt out” of the health care coverage set forth in 7.01 through 7.03, above, and receive the following monthly stipend in lieu of such health care coverage:

Single plan: \$100.00 per month

Family plan: \$200.00 per month

Employees’ spouses who also work in the District will not be eligible for this payment option. Any employee married couple can elect either one (1) family plan or two (2) single plans. Election to “opt out” may ONLY be made in the window period within 60-90 days prior to the insurance renewal date of September for the current school year. Opt out payments will be made through the District’s qualified Section 125 Plan.

7.06 Contributions set forth in this Article shall be subject to the provisions of 7.04, above, to the extent allowable by law.

ARTICLE VIII - LEAVES OF ABSENCE

8.01 Family and Medical Leave

A. A member of the bargaining unit who has been employed in the Vermilion Local School District for twelve (12) months, and has worked at least one thousand two hundred fifty (1,250) hours during that period is eligible for leave as provided under the Family and Medical Leave Act of 1993 (FMLA).

B. Leave under the FMLA guarantees paid medical insurance during the period of the leave. A member of the bargaining unit who applies and is qualified may take up to twelve (12) weeks of FMLA leave in any twelve (12) month period. That twelve (12) month period begins the first day of their leave approved under the FMLA.

C. Leave under the FMLA can be used for birth of a child, adoption/foster care, serious medical condition of the employee or employee’s spouse, child or parent. In addition, FMLA applies to any qualifying circumstances arising out of the fact that the employee’s spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in the Armed Force (including the National Guard and Reserve). Military Caregiver Leave shall be granted upon request for the care of a covered service member with a serious injury or illness if the employee is the spouse, son, daughter,

parent, or next of kin of the service member for up to twenty-six (26) weeks of unpaid leave per contract year (i.e., September 1 to August 31).

- D. Application for leave under FMLA must be made thirty (30) days in advance, except in cases of emergency utilizing appropriate Department of Labor forms available through the Treasurer's office.
- E. Applicable paid leave will run simultaneously with qualified FMLA leave.
- F. A member of the bargaining unit who, with the approval of the Superintendent, is on unpaid leave outside of the required FMLA leave period, who works the last teacher workday of the school year and is expected to be on paid status by the beginning of the succeeding school year shall continue to receive the District's health insurance coverage during the summer period.
- G. Rules governing the eligibility and application of Section 8.01 will be those in the FMLA of the 1993, and subsequent amendments thereto, and the implementing policies adopted by the Board of Education.

8.02 Pregnancy Leave

Pregnancy Leave will be granted in accordance with the following procedures:

- A. An employee shall be entitled to Pregnancy Leave whenever the ability to teach is impaired because of pregnancy. The duration of Pregnancy Leave shall be determined by the employee's physician. Such Pregnancy shall be charged against accumulated sick leave. It is expected that a pregnant employee will teach for as long as normal attendance and teaching duties can be maintained.
- B. Application for pregnancy leave shall be made in writing to the Superintendent. The employee shall file this application as soon as possible after learning of her anticipated delivery date.
- C. If the employee elects not to use accumulated sick leave or exhausts accumulated sick leave credit, the employee shall receive Pregnancy Leave without pay or benefits (other than those provided under FMLA) while the ability to teach is impaired because of pregnancy. The employee may, however, continue to participate in the insurance programs accorded other employees by payment of the premium as required by the Board.
- D. Upon termination of Pregnancy Leave, the employee, unless Maternity Leave is requested as outlined below, shall be reinstated to the same position with the same contractual status which was held prior to the leave. If that position is no longer available, the employee shall be given a subsequently equivalent position for which valid certification/licensure is held. Such reinstatement normally will coincide with the commencement of a grading period.

8.03 Maternity/Paternity Leave

Maternity/Paternity Leave will be granted in accordance with the following procedures:

- A. Immediately subsequent to termination of Pregnancy Leave, if any, the employee shall be entitled upon request to Maternity Leave without pay or benefits (other than those provided under FMLA) for the balance of the school year. If termination of the employee's pregnancy

occurs subsequent to March 15 and prior to the beginning of the next succeeding school year, the employee shall be entitled upon request to Maternity Leave for up to one (1) additional school year.

- B. An employee on Maternity Leave may continue to participate in the insurance programs accorded other employees by payment of the premium otherwise payable by the Board at the beginning of each month at the office of the Treasurer.
- C. Application for reinstatement may be made by an employee on Maternity Leave at any time during the school year, and such employees may be reinstated by mutual agreement providing the substitute is not under a regular teaching contract. In any event, the employee will be reinstated no later than the beginning of the next succeeding school year, unless an additional year of leave has been granted in accordance with the foregoing Section.
- D. Upon return from Maternity Leave, the employee shall be reinstated to the same position held prior to the leave. If that position is no longer available, the employee shall be given a substantially equivalent position for which valid certification/licensure is held. All benefits shall be reinstated upon the employee's return; however, no advancement in increment will be allowed unless the employee taught at least one hundred twenty (120) days of the school year in which leave commenced.
- E. An employee on Maternity Leave shall advise the Superintendent in writing by not later than April 1 of the school year in which the leave expires of whether she intends to resume service in Vermilion Schools the following school year.
- F. A male member of the bargaining unit shall be entitled to a Paternity Leave of absence without pay in accordance with the provisions set forth in this Section. To qualify for such unpaid Paternity Leave, the employee must notify the Superintendent, in writing, of his wife's pregnancy within a reasonable time after learning of her pregnancy. The employee shall also notify the Superintendent, in writing, of the anticipated delivery date within a reasonable time after being informed of such date. Paternity Leave shall not commence prior to the delivery date and must commence within four (4) weeks after the delivery date.

8.04 Leave for Adopting a Child

A member of the bargaining unit who adopts a child shall be entitled to leave in accordance with the Maternity and Paternity Leave provisions stated in Section 8.03 of this Article. This is available when adopting a pre-school age child or when such leave is a necessary term or condition of the adoption agency involved. The adoptive parent shall notify the Superintendent of the date of adoption immediately after such date has been definitely determined.

8.05 Personal Business Leave

Each member of the bargaining unit shall be entitled to three (3) days nonaccumulative Personal Business Leave per school year without loss of pay or accumulated sick leave. Request for Personal Business Leave shall be made to the Superintendent at least three (3) days in advance of the anticipated absence. However, in cases of emergency, requests to the Superintendent shall be made as far in advance of absence as is practicable in order that proper arrangements for handling the employee's duties may be made. Further, if circumstances make advance requests impossible, the employee shall notify the Superintendent of the reasons for leave as soon as is practicable and approval by the Superintendent or the Superintendent's designee will, when appropriate, be granted after the fact.

Personal Business Leave will not normally be granted on the workday immediately preceding or following a holiday or vacation or on a scheduled parent-teacher conference day, or the first or last school day of the school year.

The aggregate number of employees on Personal Business Leave on any given day shall not exceed three (3) in the building-the three (3) employees who first applied for leave, in the event more than three (3) employees apply for the same day, shall be granted the leave.

A teacher who uses no Personal Business Leave for the entire school year shall receive an additional day of accumulated sick leave. No other Personal Business Leave will accumulate. Alternatively, a teacher may elect at the end of the year to receive one hundred dollars (\$100.00) for each unused full day of Personal Business Leave if the Request Form is submitted to the Payroll Office within three (3) business days of the last teacher work day of the year.

The Superintendent has the discretion to approve or deny additional personal business leave and may require additional documentation. After exhausting Personal Business Leave, a member of the bargaining unit may be granted a leave of absence without pay. To be considered for such unpaid leave, the member must apply, in writing, to the Superintendent at least two (2) weeks in advance of the desired departure date. Unpaid leave will normally not be approved for any scheduled workday during the first or last week of the employee's work year or immediately preceding or following a holiday or vacation period. The amount of a contract day's salary for each day of approved unpaid leave will be deducted from the employee's next pay.

8.06 Sick Leave

A. Accrual

1. All employees earn sick leave credit at the rate of 1-1/4 days per month of completed service. Unused sick leave may be accrued to a maximum of two hundred fifty-five (255) days. Sick leave may be used in either half days or full days. Sick leave may be granted in quarter day increments with pre-approval of the building principal.
2. The previously accumulated sick leave of an employee (up to the above maximum) earned in Ohio public employment shall be placed to his credit upon his employment with the District. The employee must obtain verification of accumulated sick leave from the fiscal office of the agency from which it is to be transferred.
3. Part-time employees accumulate sick leave at the same rate as full-time employees. Pay for such days shall be prorated and the number of accrued days shall be adjusted upon movement to full-time employment.
4. At least once per month, the statement of earnings with the regular paycheck shall show the amount of sick leave accumulated at the beginning of that month.
5. Sick leave is not forfeited because of authorized absence without pay, nor is it earned during such absence. A regular or part-time employee who leaves the employment of the Board shall retain his accumulated sick leave unless the employee retires.
6. Employees who have accrued the maximum days of sick leave shall annually earn sick leave at the rate of 1-1/4 days a month up to a maximum of two hundred seventy (270)

days. At the beginning of the next school year, employees whose sick leave exceeds the maximum accrual shall have their sick leave returned to the maximum.

B. Personal Illness or Disability

1. The bargaining unit member may use all or any portion of his/her leave to recover from his/her own illness or disability, which shall include, in part, all disabilities caused or contributed to by pregnancy, miscarriage, childbirth and recovery. The bargaining unit member may use all or any portion of his/her leave to attend to illness or disability of his/her immediate family.
2. For sick leave purposes, "immediate family" is defined as: father, mother, brother, sister, spouse, child, foster child, grandchild, grandparent, uncle, nephew, aunt, niece, brother-in-law, son-in-law, sister-in-law, daughter-in-law, mother-in-law, father-in-law, member of the immediate household.

C. Absence Day Reserve Plan

1. To qualify for the Absence Day Reserve Plan, the bargaining unit member must submit a doctor's statement to the Treasurer certifying that the member is unable to work due to serious unforeseen personal or family illness, or serious unforeseen medical complications caused by pregnancy, miscarriage, childbirth and recovery.
2. No bargaining unit member may receive more than an aggregate of thirty (30) donated sick leave days in any one school year. Donation of sick days shall be initiated by a bargaining unit member on a form furnished by the Treasurer (Appendix A). Donated sick leave shall be added to the accumulated sick leave of the absent bargaining unit member and deducted from the donating member.
3. If a bargaining unit member exhausts his/her sick leave accumulation, another bargaining unit member may voluntarily donate up to six (6) days of his/her accumulated sick leave to the absent teacher. The absent teacher will be credited with one (1) day for one (1) day donated.
4. Donated sick leave days must be submitted to the Treasurer three (3) work days prior to the need of the absent member. This requirement may be waived at the discretion of the Superintendent. However, any waiver decision by the Superintendent shall not set precedent for future requests for waiver.
5. Donated sick leave may not be used for severance pay and will not carry over from one school year to the next.

8.07 Visitation – Inservice Training

The Superintendent may excuse a teacher upon recommendation of his/her principal or other District administrator to visit another school system or other classes within the Vermilion School District without loss of pay. The Board will pay the substitute for the day and transportation at current approved mileage when requested to visit by the administration. The visitation will be planned in cooperation with, and scheduled by the principal and teacher. Visits shall be limited to Tuesday, Wednesday, Thursday when possible. Teachers are to submit a brief written report to the Curriculum Director upon their return. (Appendix B)

8.08 Assault Leave

- A. Any employee who, without fault, must be absent due to physical disability resulting from an assault on such employee which occurred in the course of Board employment shall be entitled to Assault Leave with pay under the conditions stated hereinafter.
- B. Assault Leave shall not be approved unless and until the employee or designee authorized by the employee furnishes the Treasurer with a signed statement on the form prescribed by the Board and maintained by the Treasurer. (Appendix F) This statement shall indicate the nature of the employee's injury, the date of its occurrence, the identity of the alleged assailant(s), if known, the facts surrounding the assault, and the willingness of the employee to participate and cooperate fully with the Board in pursuing legal action against the alleged assailant(s). If medical attention is required, the employee shall supply a certificate from a licensed physician stating the nature and duration of the disability.
- C. Assault Leave shall be granted for the period of the employee's physical disability or thirty (30) calendar days, whichever is less. If duration of the physical disability exceeds thirty (30) calendar days, the employee may apply for an extension of Assault Leave which will then be considered and acted upon by the Board. In no event shall Assault Leave exceed the actual duration of physical disability.
- D. "Pay," as used in this Section, means the salary or hourly or per diem rate of the employee, whichever is applicable, under the employee's basic contract of employment in effect at the time of the assault exclusive of: (1) any supplemental contract of employment; and (2) any worker's compensation due the employee by virtue of the employee's physical disability.
- E. If the employee receives benefits under the State Teachers Retirement System (Chapter 3307, Ohio Revised Code), or if the employee's employment by the Board ceases for any reason whatsoever, Assault Leave under this Section shall automatically terminate.
- F. Falsification of either the signed statement or physician's certificate required under this Section shall constitute grounds for suspension or termination of the employee's employment under Section 3319.081 or Section 3319.16 of the Ohio Revised Code, whichever is applicable.
- G. Assault Leave approved under this Section shall not be charged against the employee's sick leave or any other leave that may be granted under the Board's rules and regulations.

8.09 Reporting of Absences/Leaves

Employees are required to give appropriate notification regarding any absence from work. All absence reporting shall be done through the District's automated reporting system.

8.10 General Unpaid Leave

In accordance with Ohio Revised Code Section 3319.13, upon the written application of a bargaining unit member, the Board may grant a leave of absence for a period of not more than two (2) consecutive school years for educational, professional or other purposes. The Board shall grant such leave where illness or disability is the reason for the request. Insurance coverage shall be maintained by the Board, for eligible teachers on unpaid leave, in accordance with the FMLA.

ARTICLE IX - NOTICE OF RETIREMENT/SEVERANCE PAY

- 9.01 A member of the bargaining unit who retires shall be paid a lump sum equal to one-fourth (1/4) of the member's accrued but unused sick leave up to a maximum of one hundred ninety-five (195) days multiplied by the per diem rate of such member's base salary at retirement. Severance Pay shall be paid only once, shall eliminate all sick leave credit, and shall be paid only upon acceptance and certification by the employee's retirement system that the employee has retired provided such acceptance and certification occur within one (1) year from when the employee leaves the Board's employ.
- 9.02 A. The service credits determining eligibility for full service retirement shall be those certified by the member's retirement system.
- B. Eligibility requirements for full service retirement shall be specified in Section 3307.58 of the Ohio Revised Code (ORC).
- C. To exercise this option, the member must provide written notification of his/her intent to retire at the end of the year to the Superintendent by May 1 of the year in which he/she will retire.
- D. Severance pay under this Section shall be paid only once, shall eliminate all sick leave credit, and shall be paid only upon acceptance and certification by the employee's retirement system that the employee has retired, provided such acceptance and certification occur within one (1) year from when the employee leaves the Board's employ.
- E. Notwithstanding the provisions set forth in Section 9.01 of this Article, a member of the bargaining unit who elects to retire at the end of the school year during which the member first becomes eligible for full service retirement with unreduced benefits under the conditions defined in "B" above shall be paid a lump sum equal to the member's accrued but unused sick leave up to a maximum of one hundred eighty (180) days multiplied by the per diem rate of such member's base salary at retirement. Severance pay applicable only to those bargaining unit members employed continuously as of September 20, 1999. Later hires subject only to Section 9.01.
1. A member may elect to retire at the end of the school year during which the member first becomes eligible for full service retirement with reduced benefits and still qualify for this benefit.
 2. Documentation from the member's retirement system of first time eligibility with unreduced benefits must be provided to the Treasurer.
 3. No payment will be made under 9.02 E until said documentation has been provided.
- 9.03 Members who are eligible for severance pay under this Article may earn an Incentive for Early Notice of Retirement. To earn the incentive, the member must provide written notification of his/her intent to retire at the end of the contract year to the Superintendent as follows:

<u>Early Notice by</u>	<u>Retirement Date</u>	<u>Incentive</u>
January 1	End of the current school year (6 mos.)	\$500
	End of the following school year (18 mos.)	\$1,000

The Incentive will be paid by the second pay following Board action accepting the teacher's retirement as set forth in the early notification to the Superintendent. Once accepted by the Board, the retirement may be revoked only due to the occurrence of a life event, defined as 1) your marriage, 2) your divorce or legal separation, 3) death of your spouse, 4) termination or substantial reduction of your spouse's employment, or 5) birth or adoption of a dependent. To be effective, the revocation must occur prior to May 1 of the year of retirement and must be accompanied by the return of the full incentive payment.

ARTICLE X - ATTENDANCE AT PROFESSIONAL CONFERENCES

- 10.01 Any bargaining unit member desiring to attend a professional conference or convention shall submit to the Superintendent a written request to do so on Request for Attendance at a Professional Meeting form. (Appendix B) Said request shall be submitted no later than ten (10) school days prior to the conference or convention and shall state the school days, if any, which the person will miss by attending the conference or convention. The applicant shall provide a written summary as to the professional nature of the conference or convention, an estimate of expenses and the proposed method of travel.

If said request is approved, the Board will indicate which expenses of the following, in addition to regular salary and the cost of a substitute teacher, it will pay:

- A. Registration fees.
- B. The cost of meals, lodging and incidentals will be reimbursed according to the following schedule:

Meal Reimbursement – Employees are to claim actual meal expenses up to amounts authorized. Lunch will be reimbursed for any all-day conferences. Receipts are required for meals and will be reimbursed within the limits set forth below. No meals are to be charged if provided as part of the conference registration fee.

Breakfast	-	\$ 5.00
Lunch	-	\$10.00
Dinner	-	\$20.00

Lodging Reimbursement – Up to \$100 per night plus tax. Receipts are required.

Incidental Expenses – Parking, etc. – Receipts are required.

All employee reimbursements shall be made by ACH.

- C. Transportation via the method approved by the Superintendent. If the approved method of transportation is automobile, mileage will be paid at the current IRS mileage rate using the Board approved standard mileage allowance (Appendix H). Car pooling is encouraged and may be required. In no case shall the transportation cost by automobile exceed the cost of the same trip by train or airplane coach.
- D. None of the above that are reimbursed by another group.
- E. If an employee is required to attend a professional conference or convention, all costs will be reimbursed.

To be eligible for reimbursement of the above expenses, the person attending the professional conference or convention must submit a statement of all expenses which shall be accompanied by the original receipts for every expense within thirty (30) days of the completion of the conference or convention.

A written summary of the meeting attended may be requested.

- 10.02 Duly authorized delegates or elected officers shall be permitted to attend meetings of the OEA or NEA or NEOEA without loss of pay. Such approval shall be limited to two (2) days per meeting per semester per delegate or official provided the total number of workdays lost to the District does not exceed eight (8) over the course of a school year. An employee who is elected an officer in OEA, NEA, or NEOEA shall be permitted to attend required sessions without loss of pay with approval limited to ten (10) days per year per employee for a maximum of two (2) employees per year. The OEA, NEA, or NEOEA shall reimburse the District for the cost of substitute(s). Additional days shall be granted under this Section at the discretion of the Superintendent.

ARTICLE XI - JURY DUTY

- 11.01 A member of the bargaining unit required by law to report for jury duty or who is subpoenaed to appear in a court action arising out of his/her duties as a District employee shall be compensated at the member's regular rate for each day of such service. Such service will not be charged to any other leave provisions under this Agreement.

ARTICLE XII - COLLEGE CREDIT REIMBURSEMENT

- 12.01 Subject to the limitations stated below, the Board shall reimburse a teacher for the cost of:
- A. Credit courses taken in the teacher's area of certification/licensure, assignment and all other education courses at an accredited college or university;
 - B. Other credit courses taken, with the prior approval of the Superintendent, which directly relate to performance of the teacher's duties as a teacher in Vermilion.

The Board will appropriate an annual amount of \$40,000 for tuition reimbursement. The maximum total payment per teacher per year under this Section, 12.01, shall be fifty percent (50%) of the cost of the courses taken or one thousand five hundred dollars (\$1,500), whichever is less. Should requests exceed the annual appropriated amount, reimbursement will be made in a proportional amount (i.e., number of approved requests divided by the full appropriation amount).

- 12.02 To be eligible for any payments:
- A. The teacher must complete the ensuing school year as a teacher for Vermilion.
 - B. Course work must be scheduled at times that do not interfere with the normal duties of a teacher.
 - C. Requests for reimbursement must be made BEFORE COURSE COMPLETION on the proper form. (Appendix D)

- D. The teacher must present proof of satisfactory completion of the course work. (i.e., a grade of “C” or better, or “Passing” if the course is graded on a Pass/Fail basis under 12.01)
- E. The teacher must present satisfactory documentation of all costs on the proper form for which reimbursement is sought. (Appendix D) Reimbursement will be made by October 15th for course work completed in the prior school year provided the teacher has fully complied with all documentation requirements of this Article by September 30th.
- F. The teacher must be an active employee of the Board at the time the course work is taken (for example, a teacher on a leave of absence would not qualify).

12.03 The term “cost,” as used in this Article, is defined as charges for tuition and required textbooks.

ARTICLE XIII - TEACHER VACANCIES/TRANSFERS

13.01 Definition

A vacancy exists:

1. When the Board determines to fill a position after the retirement, resignation, transfer, reassignment, non-renewal, leaves of absence (except paid leave), death, or termination of an employee; or
2. When a new position is created.
3. When a vacancy occurs after the start of the school year, the Board may fill the vacancy on a temporary basis with a long-term substitute, and then post it as an open position for the following school year.
4. Long Term Substitutes
 - a. Long-term substitutes are defined as substitute teachers placed in the same assignment for more than sixty (60) days. By the sixty-first (61st) day of employment, all long-term substitutes shall receive a written contract of employment. Long term substitutes may be utilized to fill positions that are open due to approved leaves of absence.
 - b. The duration of employment of long-term substitutes shall be for the period specified in their contract of employment, and shall automatically expire at the end of that term without action by the Board or further notice to the teacher.
 - c. Neither the provisions of Article XXIX Reduction in Force, nor the provisions of Section 3319.17, Ohio Revised Code shall apply to long-term substitutes, whose contracts may be suspended at any time without recourse as the needs of the Board so dictate.
 - d. Neither the provisions of Article XXVI Evaluation nor the provisions of Section 3319.111 or Section 3319.11, Ohio Revised Code shall apply to long-term substitutes, except as may be required under OTES.
 - e. Long term substitutes will be informed of their status upon employment.

- f. Beginning with the sixty-first (61st) day of employment, long-term substitutes shall be placed on the BA-0 step of the salary schedule.
- g. If the employment of a long term substitute extends beyond one year, the long term substitute shall be advanced to the next step of the pay scale, assuming that they worked a minimum of one hundred twenty (120) days of at least three and one-half (3½) hours per day in the prior year.
- h. To the extent that the provisions of this Article conflict with the Ohio Revised Code, they shall supersede and replace same. Except as otherwise specified above, nothing herein shall be deemed to affect the rights and benefits of long-term substitutes available under this Agreement and law.

13.02 Vacancies will be posted through July 10 for bargaining unit positions and for administrative positions on the District Website for a period of not less than five (5) days prior to filling a vacancy. From July 11 to the beginning of the school year, employees wishing to be considered must indicate on their Letter of Intent which may be changed by the teacher giving written notice received in the Superintendent's office by July 20. The President of the Association shall be sent a copy of all posted positions. The posting shall include the name of the position, certification/licensure required, deadline for application and the effective starting date. Employees who wish to be considered must have their written requests received in the Superintendent's office during the posting period. An employee may make a prior request to be considered for vacancies occurring in the summer by submitting a written request including position(s) requested, summer address, and summer phone number and email address to the Superintendent's office.

13.03 Internal applicants will be given equal consideration for any opening for which they may be qualified. They will be given the opportunity to interview prior to the Superintendent making his decision. After considering training, experience, compatibility with personnel, certifications/licensure, teaching ability and length of service in the District, all assignments shall be made by the Superintendent as he determines to be in the best interest of the Vermilion Local School District pursuant to Section 3319.01 of the Ohio Revised Code. An applicant who is denied the vacancy shall be granted, upon written request, a meeting with the Superintendent to discuss the reasons for the denial.

13.04 An employee who wishes to receive a copy of postings during the summer must provide self-addressed stamped envelopes to the Superintendent's office. This does not expand the time for receipt of written request by the Superintendent's office.

13.05 Involuntary Transfer

1. An involuntary transfer shall be made only after first considering volunteers.
2. After considering training, experience, compatibility with personnel, certifications/licensure, teaching ability and the length of service in the District, all transfers shall be made by the Superintendent as he determines to be in the best interest of the Vermilion Local School District pursuant to Section 3319.01 of the Ohio Revised Code.
3. Prior to teacher notification, notice of the involuntary transfers will be given to the VTA President along with the reason(s) for the transfers.

4. Employee(s) shall not be involuntarily transferred without first having an opportunity for a conference with the Superintendent if requested, and being notified in writing at the earliest possible time before the effective date of the transfer.
 5. Employees who have been involuntarily transferred shall retain the right to request assignment to open positions as they are posted.
- 13.06 Any classroom teacher desiring a change in teaching assignment or building transfer for the succeeding school year shall so indicate prior to March 15 on the "Intent to Return" form. This form serves as notice of availability but does not replace the procedure in Section 13.02.
- 13.07 This Article does not apply to supplemental contracts.

ARTICLE XIV – TEACHER WORK DAY

- 14.01 The classroom teacher's normal workday shall total seven (7) hours and forty-five (45) minutes. Classroom teachers are expected to be available for meetings with students or parents before/after class within the normal workday unless the teacher makes satisfactory alternative arrangements.
- An equal amount of release time will be given for parent conferences that occur outside the workday and do not exceed fifteen (15) minutes. Parent conferences that require more than fifteen (15) minutes outside the workday will be compensated at the hourly project rate in increments of quarter hours.
- 14.02 Conferences for IEP reviews shall follow these procedures:
- A. Any IEP conferences for transition students conducted outside of the established time frame for the seven (7) hour and forty-five (45) minute day in each building shall be voluntary for any member of the bargaining unit.
 - B. Any member of the bargaining unit who elects to participate in an IEP conference outside of the established time frame for the seven (7) hour and forty-five (45) minute day may elect one (1) of the following options:
 1. The member may elect to adjust his/her hours to a seven (7) hour and forty-five (45) minute day beginning at 12:00 p.m. and ending at 7:45 p.m. with appropriate time allowances for dinner and planning/preparation as specified in the Negotiated Agreement.
 2. Article 14.01 applies to the member who elects to work his/her normal workday and, in addition, participates in the IEP transition conferences beyond that workday.
 - C. Upon request, intervention specialists shall be granted two (2) professional days each school year to prepare for IEPs and IEP meetings, to be scheduled with the approval of the Administration. All such professional days for this purpose (i.e., preparation of IEPs and IEP meetings) will be completed on campus. Intervention specialists may be required to attend an IEP meeting during his or her planning time.
- 14.03 Conferences and meetings with building principals or administrators shall be scheduled as far in advance as practicable. Notwithstanding Section 14.01 of this Article, all members of the bargaining unit shall be expected to attend the annual open house. Classroom teachers shall be excused from meetings or activities which are held beyond the normal workday if the teacher has a previous commitment that cannot be changed nor cancelled without undue hardship, provided the

teacher gives notice to the principal or administrator prior to the meeting and provided further that such teachers shall not be required to attend such meetings in excess of one (1) in any one (1) month.

- 14.04 Each member of the bargaining unit shall receive a duty free lunch period of not less than thirty (30) consecutive minutes. A member of the bargaining unit may leave the school premises during the scheduled lunch period if the employee receives advance approval from the building principal.

ARTICLE XV – CLASS SIZE

- 15.01 Consistent with its resources, the Board desires to maintain reasonable class sizes sensitive to the needs of pupils and the concerns of teachers.
- 15.02 The term inclusion shall mean the placement of children with identified disabilities whose least restrictive environment has been determined to include the regular education classroom. All teachers with inclusion students in their class shall be provided training to assist in addressing the educational needs of such students in a regular classroom environment.

ARTICLE XVI – TEACHER PLANNING PERIODS

- 16.01 Teachers (PREK-12) shall have two hundred fifty (250) minutes per week with at least thirty (30) consecutive minutes per day within the student day as planning and conference time. The only exception to two hundred fifty (250) minutes per week will be when an adjusted schedule (i.e., early release, assemblies, class parties, two hour delays and etc.) is needed. However, teachers will receive at least thirty (30) consecutive minutes on those days. Included in the two hundred fifty (250) minutes is the student movement time for which the teacher is responsible.
- 16.02 The Board will schedule non-teachers to provide supervision of students for the current noon time duties at grades PREK-7. This is to provide more planning and conference time outside the 16.01 planning and conference time for those teachers who would otherwise be scheduled for noon time duties, given the ever-increasing teacher responsibilities for conferences with parents, with administrators and with other teachers so that the educational process is improved.

In addition to the planning and conference time provided for in Section 16.01, teachers are expected to use the workday before and after the student day for teacher directed activities such as planning and class preparation, conferences, and attendance as the referrer at necessary intervention and discipline conferences. However, the administration may schedule mandatory attendance at meetings and conferences during this time up to five (5) days each month with the agenda/purpose set by the administrator, exclusive of emergencies. Mandatory attendance at intervention and IEP meetings are to be included within the limitation.

- 16.03 The Administration may schedule up to three (3) required meetings per month during planning time established in 16.01 with prior notification of five (5) days. Administration shall not schedule any additional meetings during planning and conference time.

ARTICLE XVII – WORKING ENVIRONMENT

- 17.01 A. Lunchroom area, rest room lavatory and lounge facilities exclusively for employee use shall be made available in each school.

- B. Smoke-free workrooms for preparation of instructional materials will be made available in each building.
- C. A telephone shall be available for use of school personnel conducting school business. Such telephone will be placed in a separate room, if available. If a separate room is not available, a good faith effort will be made to place the telephone in an area that assures reasonable privacy.

17.02 The Board shall provide the following:

- A. A desk with a lockable drawer for each teacher.
- B. Lockable closet space for each teacher.
- C. Storage space for instructional materials.
- D. The above items will be provided in buildings when equipment and furniture are adaptable to these items and are specifically requested by the teacher.
- E. Laptop computer, projector, paper, pens, chalk, markers and other such materials required in daily teaching.
- F. Facilities within each school to provide the needed privacy for special services to carry out their responsibilities with individuals or groups of students.
- G. Classroom facilities that are adequately insulated, heated and lighted throughout the entire workday. It is recognized that due to the characteristics of some buildings, heating and ventilation may require periods of time for adjustment, especially during seasonal changes.

If conditions exist which are detrimental to the teaching process, such conditions shall be reported to the building principal. The principal will then take all possible action to correct the conditions or to provide an alternative temporary work space.

It is also recognized that existing building conditions that are deemed detrimental to the instructional program by the Board are subject to renovation and improvement so far as funds are available.

17.03 The VTA and the Board commit to working together to ensure a safe environment for staff and students. A committee agreed to by the VTA and the Board will review present policies and make recommendations to the VTA and the Board for a safe environment.

ARTICLE XVIII – INSTRUCTIONAL MATERIALS

18.01 Elementary grade and middle and high school department shall meet annually to evaluate instructional needs for the following school year with recommendations to be submitted to the building principal with respect to appropriate texts, library facilities, maps, laboratory and audio-visual equipment, special area equipment, current periodicals, standard tests and questionnaires, and other tools of the teaching profession.

ARTICLE XIX – STUDENT EXTRACURRICULAR SUPERVISION

- 19.01 Supervision of student extracurricular activities (i.e., activities that fall outside the normal workday) by members of the bargaining unit shall be voluntary.

ARTICLE XX – COMMITTEES

20.01 Local Professional Development Committee

A. Purpose

The District will form a Local Professional Development Committee to encourage the professional staff development and to insure a fair and equitable review and approval of course work and other professional development activities that educators propose to complete for the purpose of certificate/license renewal.

B. Committee Requirements

The Committee will consist of one (1) teacher representative from each building selected by the VTA, two (2) Administrators selected by the Superintendent, and the Director of Curriculum and Instruction. Each member will serve a two (2) year staggered term. At all times, the LPDC should have a majority of teachers. The Committee is responsible for adopting and revising its By-Laws.

C. Policies and Procedures

Every certified staff member of the Vermilion Local School District who holds an Ohio provisional/professional certificate(s)/license(s) must have an approved Individual Professional Development Plan on file. This plan will serve as the guideline for the individual's professional development during the next renewal cycle.

The staff member may appeal any decisions made by the LPDC. The appeals process will follow the LPDC guidelines.

The LPDC policy and procedures cannot supersede the District policy and Negotiated Agreement. Proposals to the LPDC and approval by the LPDC cannot override the District policy and Negotiated Agreement. No decision of the LPDC or the LPDC appeals process (any and all steps) is grievable.

Individuals are responsible for maintaining Professional Development records and completing necessary paperwork for the license renewal in a timely fashion.

- D. Service on the LPDC will be compensated by a payment of five hundred dollars (\$500.00) every six (6) months. Any member of the LPDC who does not complete his or her assigned duties during the six-month period forfeits the compensation for that period.
- E. LPDC meetings will be held outside the normal teacher workday on a monthly basis not to exceed ten (10) meetings each year unless by mutual agreement.

20.02 Labor Management Committee

A Labor Management Committee shall be established consisting of up to four (4) VTA members, including the VTA President, and up to four (4) Administrators, including the Superintendent. The purpose of the Committee shall be to encourage labor-management cooperation and provide a forum for communication and joint problem solving in resolving workplace issues. The Committee shall be scheduled to meet quarterly unless the VTA President and Superintendent mutually agree to cancel. Approved professional leave shall be granted for meetings. An agenda of items shall be submitted no later than one (1) week prior to each meeting to the Superintendent and VTA President. All actions of the Committee shall be made by consensus.

20.03 Special Education Committee

A Special Education Committee shall be established consisting of up to six (6) representatives of the Association and up to six (6) administrative representatives, including the Special Education Coordinator, if available. The Board will communicate its request that the Coordinator attend committee meetings as a priority.

The purpose of the Committee shall be to study, review, and recommend effective and consistent Special Education Practices, as well as, address and resolve current issues related to Special Education Services within the District.

The Committee shall meet once in the Fall, Winter, and Spring quarters. The Committee may meet more often as appropriate. Release time shall be provided to all members of the Committee. An agenda of items to be addressed at each meeting shall be submitted to each party at least one (1) week prior to each scheduled meeting. Decisions of the Committee shall be by consensus.

At the end of each school year, the Committee may choose to submit a report to the Superintendent and Board of Education regarding recommended changes to the District's Special Education practices. Such recommendations may include, but are not limited to, changes in current practices, staff training related to Special Education, communication among the Administration and Special Education staff, use of Special Education staff, and consideration of Special Education models used in other Districts.

20.04 Master Teacher Committee

A. Purpose

The parties agree to establish a committee called the Master Teacher Committee.

The purpose of the Committee shall be to designate employees in the District as Master Teachers.

B. Committee Requirements

The committee shall consist of three (3) members selected by the VTA and two (2) Administrators selected by the Superintendent.

The appointments shall be made annually on or before May 1st. If a vacancy occurs during the year, a replacement appointment will be made by the Association President and the Superintendent for their representative members.

The Committee shall determine the time, location and number of committee meetings.

The Committee members shall establish its plan of operation, protocol, appeals process, and guidelines for the designation of Master Teacher.

- C. Nothing in the Master Teacher Committee process shall have an adverse impact on a teacher's performance evaluation as established by the Negotiated Agreement.
- D. As determined by the Committee, the members of the Committee shall be provided ongoing training to ensure consistent application of master teacher criteria at no cost or loss of pay to the Committee members. All necessary, actual and reasonable costs of training – including all registration costs, travel, meals, accommodations, and mileage – will be reimbursed by the Board of Education in accordance with the Negotiated Agreement.
- E. The Committee will meet after regular school hours. At the inception of the Committee, members of the committee will be compensated by a one thousand dollar (\$1,000) stipend for the school year. For all school years thereafter, members of the committee will be compensated at the hourly project rate.

20.05 Evaluation Committee

A. Purpose

An Evaluation Review Committee shall be established and shall meet as needed. The purpose of the Committee shall be to revise, evaluate, and review District evaluations procedures as necessary resulting from changes to Sections 3319.111 & 3319.112 of the Ohio Revised Code (ORC).

B. Committee Requirements

The Committee will consist of one (1) teacher representative from each building selected by the VTA, one (1) Administrator selected by the Superintendent, and the Director of Curriculum and Instruction. Additional members may be invited to join the Committee as agreed upon by a majority of the standing Committee members.

C. Policies and Procedures

The Committee submit recommendations to the bargaining teams of the Board and Association. The bargaining teams shall have the authority to accept, reject, or make modifications to the Committee's recommendations. Upon approval by both teams, recommendations will be submitted for ratification and Board approval within thirty (30) days.

Professional leave shall be provided for all Committee meetings.

20.06 Supplemental Review Committee

A. Purpose

A Supplemental Review Committee shall be established and shall meet as needed. The purpose of the Committee shall be to revise, evaluate, and review all supplemental positions, including compensation amounts for each position. The Committee shall also create job descriptions and qualifications for existing and new supplemental positions.

B. Committee Requirements

The committee will consist of three (3) teacher representatives to be selected by the VTA and two (2) Administrators selected by the Superintendent. The Committee shall submit recommendations to the bargaining teams of the Board and Association.

C. Policies and Procedures

The Committee shall submit recommendations to the bargaining teams of the Board and Association. The bargaining teams shall have the authority to accept, reject, or make modifications to the Committee's recommendations. Upon approval by both teams, recommendations will be submitted for ratification and Board approval within thirty (30) days.

Professional leave shall be provided for all Committee meetings.

ARTICLE XXI – CASUAL SUBSTITUTE TEACHERS

21.01 A member of the bargaining unit who must be absent shall report his unavailability for work in accordance with administrative procedure.

21.02 If a teacher is absent, coverage of the absent teacher's class shall be the responsibility of the building principal or his designee.

21.03 If a teacher is absent and no substitute is available, a teacher may be assigned to cover the class in any of the following situations and will receive his/her per diem hourly rate:

A. During the substituting teacher's planning period

B. When absorbing an absent teacher's students into his/her regularly assigned classroom

21.04 No more than three (3) times a month will a teacher be required to leave his/her regular assignment to substitute in another assignment.

21.05 A teacher may decline a request to cover an absent teacher's class provided another teacher is available and willing to cover the class. Should another teacher cover the class, such teacher shall be entitled to remuneration under the same terms and conditions set forth in Section 21.03 of this Article.

ARTICLE XXII – SCHOOL CALENDAR

22.01 The school calendar shall include:

A. One hundred eighty days (180) full instructional days, including two (2) days (or the equivalent thereof) for parent/teacher conferences.

B. Six (6) professional development days to include the following usage:

1. Two (2) teachers work days, placed at the beginning and end of the school year.

2. Two (2) professional development days.
3. NEOEA Day, half of which will be professional development provided by the District and half of which will be used as teacher directed work time in the classroom. Teachers may elect to engage in pre-approved professional development outside of the District on this day.
4. One (1) day to be placed at the end of the first semester, half of which will be professional development provided by the District and half of which will be used as teacher directed work time in the classroom. Teachers may elect to engage in pre-approved professional development outside of the District on this day.

22.02 The Association may submit suggestions to the Superintendent for the development of the school calendar.

22.03 If instructional days are lost due to inclement weather or other calamity, the staff will not be required to make up the first five (5) days lost to calamity but will be required to make up all other lost days to fulfill their contract. Teachers will not be expected to report on calamity days.

Following the occurrence of the fifth (5) calamity day, the Superintendent and the Association President shall meet to schedule any make-up days that have or may become required. Make-up days will be planned as part of the District calendar. An effort will be made to schedule instructional days as make-up days.

Based upon the number of instructional days completed to date and the potential for additional calamity days, the Board of Education, by resolution, may amend the school year calendar after consultation with the VTA.

ARTICLE XXIII – ACADEMIC FREEDOM

23.01 In educating young people, the parties seek to inspire in them an inquiring mind and respect for truth, a recognition of individual freedom, social responsibility and the democratic tradition, an understanding and respect for the Constitution, Bill of Rights, and the law, and an appreciation of individual personality.

Other than accepted standards of professional behavior and responsibility, as set forth as part of the Board of Education's evaluation procedure and the competent fulfillment of the Board's approved curriculum guides, there shall be no limitations on teachers or students with respect to their study, investigation, presentation or interpretation of facts or ideas concerning man, society, government, the arts or sciences, the physical and biological world, or other areas of learning, and teachers and students shall be guaranteed freedom of individual conscience, association and expression.

The parties recognize that the above can best be accomplished in, and will work together to create and preserve, an atmosphere which is free from censorship and artificial restraint, and in which academic freedom for teacher and student is guaranteed. Further, the teaching about controversial issues, suitable to the age level, is approved as preparation of students for intelligent and conscientious participation in our democratic social order. The maintenance of the intellectual atmosphere which is implied here will necessarily depend upon the discretion of the administration and the objectivity and wisdom of the teaching staff.

ARTICLE XXIV – SCHOOL PROGRAM DEVELOPMENT

24.01 A curriculum advisory committee shall be established ad hoc.

The Director of Curriculum or his/her designee shall serve as the chairperson of this committee.

Committees shall be appointed to make recommendations with respect to the following:

- A. New adoptions for textbooks and supplementary materials.
- B. Revisions of school programs presently in operation.
- C. Development of new school programs.

An effort shall be made to include on the committee a majority of teachers, including the department head or his/her designee, from those curricular areas involved in the study and to secure representation from each building and from each grade level to which the study directly pertains. Appointments to committees will be made on the basis of preferences expressed by the teachers concerned.

ARTICLE XXV – CONTRACTS

25.01 Limited Contract

- A. During the first three (3) years of service in the Vermilion Local School District, teachers not eligible for tenure shall, if renewed, receive a one (1) year limited contract.
- B. Teachers with three (3) full years of service in the Vermilion Local School District shall, if renewed and not eligible for tenure, be eligible for a multiple year contract.

25.02 Limited Contracts – Effective January 1, 2011

For all teachers employed by the Vermilion School District who become licensed on or after January 1, 2011, the following shall apply:

- A. During the first three (3) years of service in the Vermilion Local School District, teachers not eligible for tenure shall, if renewed, receive a one (1) year limited contract. Thereafter, said teachers shall be eligible for a multiple year contract until they qualify for tenure.
- B. Teachers with seven (7) full years of service in the Vermilion Local School District shall, if renewed and not eligible for tenure, be eligible for a multiple year contract.

25.03 Continuing Contract

- A. To be considered for a continuing contract in the Vermilion Local School District, a teacher shall notify the Superintendent in writing no later than October 15th of any year he/she may be eligible for a continuing contract.
- B. A teacher with a limited contract who becomes eligible for continuing contract during the term of the limited contract need not wait until his/her limited contract expires to be considered for a continuing contract.

25.04 Supplemental Contracts

All Supplemental contracts shall automatically expire at the end of the school year. No action by the Board nor notice to the employee shall be required to cause this expiration.

ARTICLE XXVI – EVALUATION

26.01 Purpose

To provide ongoing assessment of an employee's work performance and provide meaningful feedback.

To help the employee to achieve greater effectiveness in performance of the work assignment.

To help constitute the basis for personnel decisions including promotions, reassignments, continuing contract status, limited contract renewal, or contract non-renewal or termination.

Definitions

- A. Evaluation: An evaluation of a teacher, including non-instructional responsibilities, using post and/or pre conferences, announced and/or unannounced observations/walkthroughs, and approved evaluation instrument. (See Appendices O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, BB, CC, and DD)
- B. Formal Observation: A scheduled visit to the classroom at least thirty (30) minutes in length.
- C. Informal Observations/Walkthroughs: An administrative or supervisory visit to a classroom by an administrator of not less than five (5) minutes and not more than fifteen (15) minutes.
- D. For the purposes of Article XXVI, the term "teacher" shall refer to OTES evaluated teachers, OSCES evaluated school counselors, and non-OTES evaluated bargaining unit members.

26.02 General Guidelines

- A. Teacher: A licensed bargaining unit member who spends his/her time providing content-related student instruction. For OTES evaluated instructors, at least fifty percent (50%) of his/her time is spent providing content-related student instruction working under one (1) of the following:
 - 1. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or
 - 2. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2003; or
 - 3. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2006; or
 - 4. A permit issued under R.C. 3319.301.
- B. School Counselor: An employee who holds a license pursuant to O.A.C. 3301-24-05 by the Ohio Department of Education, and as otherwise defined in Ohio statute, in the area of school counseling and who is assigned to a position in that capacity.

- C. Credentialed Evaluator: A District administrator assigned by the Superintendent to perform evaluations. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional growth plan, utilizing the components set forth in "Teacher Evaluation Form." Teachers will be evaluated by one (1) administrator unless that person is no longer employed or on extended leave for more than twenty (20) days. A District administrator is one who:
1. meets the eligibility requirements under R.C. 3319.111(D); and
 2. holds a credential established by the Ohio Department of Education for teacher evaluation;
 3. has completed State-sponsored evaluation training and has passed an online credentialing assessment;
 4. has administrative responsibilities within the District outside of being an evaluator. (This requirement is intended to exclude third-party evaluators).
- D. Schedule for Evaluation: Informal observations/walkthroughs shall not occur during the first twelve (12) days of school or last twelve (12) days of school. Formal observations shall not occur during the first twenty (20) days of school. All evaluation timelines may be changed by mutual written agreement or due to illness or other non-availability of the teacher or evaluator.
- E. Criteria for Evaluation: An employee shall be evaluated on criteria set forth on the appropriate approved evaluation instrument. Job descriptions and evaluation criteria will be distributed upon employment or revision.
1. No employee shall be evaluated on his or her work performance except after fair and reasonable observations of the work performance of the employee.
 2. All monitoring or observation of the work performance of an employee shall be conducted openly and with full knowledge of the employee.
 3. All teachers will be granted an additional observation by the same or a different evaluator upon request.
- F. Formal Evaluation Report/Final Summative Rating: The evaluation of an employee should be based upon review of the employee's performance and should acknowledge the performance strengths of the employee evaluated as well as the performance deficiencies, if any. The evaluator shall note the data used to support the conclusions reached in the formal evaluation report. The supervisor conducting the evaluation shall assist the employee in correcting deficiencies. The plan shall include a reasonable opportunity to allow time for improvement in the areas of performance deficiency. The evaluator will recommend strategies and resources for correcting any deficiencies. The formal evaluation report shall be signed by the evaluator. The formal evaluation report should then be signed by the employee to verify notification to the employee that the evaluation will be placed on file, but the employee's signature should not be construed as evidence that the employee agrees with the contents of the evaluation report. The formal evaluation report, signed by both parties, shall be sent to the Superintendent.

- G. Response to Evaluation: The employee shall have up to fifteen (15) days to submit a written response to an evaluation report or follow up report. The response shall be attached to said report.
- H. Student Growth: For the purpose of the OTES evaluations, student growth is defined as the change in student achievement for an individual student between two (2) or more points in time.
- I. 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.
- J. Shared Attribution Measures: Student Growth Measures that can be attributed to a group.
- K. 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.
- L. Vendor Assessments: Student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate 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.
- M. Comparable Evaluations: Since seniority may not be the basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within the categories of "Ineffective," "Developing," "Skilled," and "Accomplished." Teachers who have earned a rating of ineffective will be considered comparable. Teachers who have earned a rating of developing, skilled, or accomplished will be considered comparable.

26.03 Evaluation

- A. The Principal shall review the evaluation process and evaluation instruments with the entire staff within the first twelve (12) days of school.
- B. By September 30th of each school year, all bargaining unit members shall shall do one of the following:
 - 1. Non-OTES/OSCES teachers shall submit one (1) student goal and one (1) personal professional goal.
 - 2. OTES teachers shall complete a Growth Plan or Improvement Plan. Teachers for whom an SLO is required will also complete such by September 30th.
- C. By October 30th, teachers will receive feedback on Student Growth Measures and, if necessary, make revisions.
- D. By November 15th, the Student Growth Measures (SGM) Committee will approve any revised Student Growth Measures.

26.04 Formal Evaluation Procedure

The standard formal evaluation process shall be two (2) formal observations and is outlined as follows:

A. By January 15th:

1. The evaluator and teacher will agree upon dates for the observation and pre-observation conference.
2. The evaluator will conduct a pre-observation conference. The purpose of the conference shall be to discuss the Professional Growth Plan and the scheduled formal observation. The teacher should have completed and be prepared to discuss pre-conference questions on instructional planning (set forth in Appendix O).
3. On the scheduled date, the evaluator will conduct an announced formal observation of at least thirty (30) minutes in length.
4. Within ten (10) days, the evaluator will conduct a post observation conference with the teacher to discuss the formal observation. A written Reinforcement/Refinement Plan and/or Improvement Plan (See Appendix S) will be developed and discussed. At that time the teacher will be provided a copy.

B. By May 1st:

1. The evaluator and teacher will agree upon dates for the observation and pre-observation conference.
2. The evaluator will conduct a pre-observation conference. The purpose of the conference shall be to discuss the Professional Growth Plan and the scheduled formal observation. The teacher should have completed and be prepared to discuss pre-conference questions on instructional planning (set forth in Appendix O).
3. On the scheduled date, the evaluator will conduct an announced formal observation of at least thirty (30) minutes in length.
4. Within ten (10) days, the evaluator will conduct a post observation conference with the teacher to discuss the formal observation. A written Reinforcement/Refinement Plan (set forth in Appendix S) and/or an Improvement Plan will be developed and discussed. At that time the teacher will be provided a copy.
5. Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of his/her final evaluation summary by May 10th. Written notice of nonrenewal will be provided by June 1st.

C. Any Improvement Plan will be developed by the administrator and teacher and based on the OTES/OSCES model. The supervisor conducting the evaluation shall assist the employee in correcting deficiencies. The plan shall include a reasonable opportunity to allow time for improvement in the areas of performance deficiency. The evaluator will recommend strategies and provide resources for correcting any deficiencies. Teachers with an Ineffective Summative Rating will receive an Improvement Plan. Teachers with a Developing Summative Rating that includes an ineffective rating on one (1) or more of the Ohio Standards for the Teaching Profession may result in an Improvement Plan. Mentor teachers may be involved in the development of an Improvement Plan; however, the mentor teacher

does not have a formal evaluative role. Assuming re-employment, an Improvement Plan implemented after February 1st will continue into the following school year.

Accomplished and Skilled Teachers

Any member who received a rating of “Accomplished” on the most recent evaluation conducted under this section may be evaluated once every three (3) school years, so long as the member’s student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the Ohio Department of Education. Under these conditions, the member shall have at least one (1) formal observation cycle per year with his/her evaluator. Members rated “Accomplished” must be notified by October 1 which semester the observation cycle will occur or if it is to be a full evaluation year.

Any member who received a rating of “Skilled” on the most recent evaluation conducted under this section may be evaluated once every two (2) school years, so long as the member’s student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the Ohio Department of Education. Under these conditions, the member shall have at least one (1) formal observation cycle per year with his/her evaluator. Members rated “Skilled” must be notified by October 1 which semester the observation cycle will occur or if it is to be a full evaluation year.

26.05 Informal Observation/Classroom Walkthrough Procedure

- A. A walkthrough is an unannounced classroom visit of not less than five (5) minutes and not more than fifteen (15) minutes. A minimum of three (3) and a maximum of fifteen (15) walkthroughs will be completed per cycle. An Improvement Plan may allow for more than fifteen (15) walkthroughs per cycle.
- B. Data gathered from walkthroughs will be documented and will be sent to the teacher within twenty-four (24) hours via the District's email.

26.06 Limited Contract Teachers

- A. OTES/OSCES teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three (3) formal observations in addition to periodic classroom walkthroughs unless the Superintendent waives the third observation.

All limited contract non-OTES teachers, in the year their contract expires, shall be evaluated in accordance with the Formal Evaluation Procedure established in Section 26.04. No such teacher will be non-renewed unless they are evaluated in accordance with the Formal Evaluation Procedures.

- B. In years which a non-OTES teacher’s limited contract is not up for renewal, the evaluator will:
 - 1. Discuss the Goal Setting and Professional Growth Plan (Appendix U) completed by the teacher by January 15th.
 - 2. Conduct a Goal Setting Review Conference by May 30th.
 - 3. Develop an improvement plan if needed.

26.07 Finalization of Evaluation

- A. The evaluation of an employee should be based upon review of the employee's performance and should acknowledge the performance strengths of the employee evaluated as well as the performance deficiencies, if any. The evaluator shall note the data used to support the conclusions reached in the Final Summative Rating of Teacher Effectiveness or other appropriate form (Appendix Q). The final evaluation form shall be signed by the evaluator and should then be signed by the employee to verify notification to the employee that the evaluation will be placed on file, but the employee's signature should not be construed as evidence that the employee agrees with the contents of the evaluation report. The form, signed by both parties, shall be sent to the Superintendent.
- B. The employee shall have up to fifteen (15) days to submit a written response to the Final Summative Rating of Teacher Effectiveness or follow up report. The response shall be attached to said report.

26.08 Other Deficiencies (Non-OTES)

A teacher's failure to adhere to reasonable work rules or other deficiencies not noted during the formal evaluation must be put in writing and provided to the teacher within a reasonable time but not later than the next evaluation. If appropriate, assistance in correcting the deficiencies will be provided along with a reasonable opportunity to allow time for improvement. Non-renewals for performance will not be based on such deficiencies unless put in writing and provided to the teacher. Deficiencies noted outside the formal evaluation that are continuing to occur at the time of the formal evaluation shall be included in it.

26.09 Grievance

A grievance that alleges a violation of the procedural safeguards of this Article must be filed at Step 3 not later than fifteen (15) days after the date of the claimed violation.

26.10 Exclusion

Teachers who are employed less than the entire school year will be evaluated as their situation allows. Evaluations will not be required of teachers who are on leave of absence or otherwise not actively employed. This evaluation procedure does not apply to supplemental contracts.

The provisions of this Article supersede the provisions of Ohio Revised Code Section 3319.111.

ARTICLE XXVII – PERSONNEL FILES

- 27.01 The Superintendent or his designee shall maintain a master file on all members of the bargaining unit.
- 27.02 A member of the bargaining unit may review his master file, or his building file, at any time and, upon written request to the Superintendent or his designee, shall be entitled to make copies of such material within ten (10) school days (if the member needs copies immediately, he may use copying equipment in the building to make needed copies). The employee shall reimburse the Board for the cost of copying at the going rate at the time of copying.
- 27.03 No material will be placed in any file until the affected member of the bargaining unit is given an opportunity to initial the material and has received a copy. Initialing verifies only that the material has been examined and does not necessarily constitute approval. The affected member of the

bargaining unit shall be entitled to attach a written reply to such material within ten (10) school days of the time of initialing.

ARTICLE XXVIII – NON-RENEWAL

- 28.01 All employees hired to replace employees on leave of absence are automatically non-renewed at the conclusion of their limited contract without any written notice of non-renewal. A tutor's limited contract may be non-renewed without reason. Otherwise non-renewal shall not occur for reduction-in-force purposes.
- 28.02 Except as provided in 28.01, no non-OTES teacher shall be non-renewed for performance reasons until the evaluation process in Article XXVI has been completed. Where applicable, such teachers must be given a reasonable opportunity to correct any deficiencies before a recommendation for non-renewal is made.
- 28.03 A teacher will be given at least five (5) work days notice prior to the Superintendent's recommendation of non-renewal to the Board. Upon the teacher's written request within forty-eight (48) hours of notice, the Superintendent will set a meeting for the affected teacher. The teacher may elect to be accompanied at this meeting by a VTA representative. The Superintendent will notify the teacher of his decision at least twenty-four (24) hours prior to this recommendation to the Board.

Notices of non-renewal must be given on or before June 1 of the year of non-renewal.

Notice of non-renewal or recommendation of same shall be written and delivered by personal service or by certified mail to the affected teacher's residence.

A teacher who has been notified of the intent to non-renew has the right to undertake with his/her representative a complete review of his/her own personnel file.

- 28.04 A grievance that alleges a violation of the procedural safeguards of this Article must be filed at Step 3 not later than fifteen (15) days after the date of the claimed violation.

An arbitrator is empowered to require renewal of a limited contract or employment under a continuing contract, if eligible, if a teacher is non-renewed for performance without the appropriate procedures being followed.

A teacher who elects to file a court action involving non-renewal waives any right to file a grievance involving the non-renewal unless the court dismisses the action for failure to pursue the grievance. A teacher who files a grievance involving a non-renewal agrees to waive any right to court action involving the non-renewal unless the arbitrator denies the grievance for failure to pursue a court action. If a court or arbitrator finds the waiver ineffective, the union shall be responsible for all arbitration costs.

- 28.05 Where they differ and to the extent permitted by law, the provisions of this Article supersede any contrary provisions of law.

ARTICLE XXIX – REDUCTION-IN-FORCE

- 29.01 Reasons for Reduction In Force

A reasonable reduction of staff may be made for reasons set forth in accordance with ORC 3319.17. Reduction In Force (RIF) shall occur only through suspension of contracts.

29.02 Procedure

The reduction will be made in accordance with the following provisions:

- A. The Superintendent shall meet with the Association's Executive Board to explain the need for RIF and exchange ideas and possible solutions. This meeting shall be held at least thirty (30) calendar days before Board action to authorize a reduction in force. At this time, the Superintendent shall provide a list of the positions to be eliminated and the names of the individuals who may be affected by the reduction.
- B. The number of persons affected by a reduction in force will be kept to a minimum or avoided by not employing replacements insofar as practicable for employees who retire or resign or whose limited contracts are not renewed. However, attrition may not be sufficient to accomplish a reduction in force in full.

- C. Retention and Recall

Retention of bargaining unit members and recall of eligible teachers whose contracts have been suspended pursuant to a reduction in force will not be based upon seniority, except in circumstances when choosing between teachers with comparable evaluations.

Comparability will be defined per the Evaluation Article of the Agreement for OTES and non-OTES bargaining unit members in accordance with law.

When reductions are necessary, then the Board shall proceed to suspend contracts in accordance with the recommendation of the Superintendent who shall recommend reductions in a teaching field by the following:

- 1. Teachers holding temporary certificates/licenses shall be the first to have their contracts suspended.
- 2. If further reductions are necessary, limited contract teachers shall be reduced in the affected teaching fields (certification/licensure) utilizing the following order:
 - a. Teachers rated "Ineffective". Teachers in this category are comparable.
 - b. Teachers rated "Developing/Skilled/Accomplished". Teachers in these categories are all comparable.
 - c. When evaluations are comparable, seniority in the District shall prevail, with the contract of the least senior limited contract teacher in the affected teaching field the first to be suspended.
- 3. Should the necessary reduction of staff required exceed the number of limited contract teachers in the affected field, continuing contract teachers in the affected teaching fields (certification/licensure) will be reduced utilizing the following order:
 - a. Teachers rated "Ineffective". Teachers in this category are comparable.

- b. Teachers rated “Developing/Skilled/Accomplished”. Teachers in these categories are all comparable.
 - c. When evaluations are comparable, seniority in the District shall prevail, with the contract of the least senior continuing contract teacher in the affected teaching field the first to be suspended.
- D. A teacher so affected may elect to displace another teacher who holds the lowest position on the seniority list in another area of certification/licensure provided he/she holds a valid certification/licensure in the area and his/her rating is comparable or higher.
- E. A teacher whose contract will be suspended by a reduction-in-force shall be given written notification at least thirty (30) days prior to the RIF. RIF’s may only be implemented at the beginning of the school year or upon return of a teacher from leave. The Notification shall state the reason(s) for the reduction and reason(s) for the selection of said teacher. Notification shall be given at the end of the student day. The personnel records and all future references of those employees laid off pursuant to this policy shall clearly indicate that such was due to a reduction-in-force and was not due to unsatisfactory performance.

29.03 Restoration

- A. Final Summative Rating in inverse order (Accomplished to Ineffective) shall be the basis for recalling bargaining unit members. Seniority shall not be a factor in recalling any bargaining unit member unless the decision is between teachers with comparable evaluations. When selecting among teachers with comparable evaluations, bargaining unit members on the recall list will be recalled in order of seniority for vacancies in areas for which they are licensed/certificated. In that circumstance, teachers whose continuing contracts are suspended shall have the right of restoration to continuing service status in the order of seniority of service in the District, if and when teacher positions become vacant for which any of such teachers are certified. After restoration rights of teachers with continuing contracts, those on limited contracts shall also be restored in the above described manner. Restoration rights for limited contract teachers shall continue for three (3) years from the date of contract suspension.
- B. The teacher shall return to work upon being called back by the Board by registered letter. If the teacher fails to return to work as requested, then that shall be grounds for the termination of the contract of said teacher. The teacher shall at all times have the obligation of keeping the Board apprised of his/her present address, and the Board shall notify the teacher at the address so filed with the Board. The Board shall have no other duties in seeking to notify the teacher of his/her opportunity to return.
- C. A teacher whose contract is suspended shall be placed on a recall list stating years of continuous service to the District, subject(s) and/or grade levels certified/licensed to teach, and type of areas of eligibility on the recall list by filing any certification/licensure in the Superintendent’s office by April 1st. A teacher on the recall list shall be offered a contract for a position for which he/she is certified/licensed as positions become available as set forth above. Acceptance or rejection of a lesser position offered by the District (i.e., less hours, non-teaching, any substitution position, etc.) will not result in the teacher being removed from the recall list.

The Board will not hire non-bargaining unit personnel as regular classroom teachers unless certified/licensed teachers on suspension are offered the available work. Prior to awarding a position to a teacher not currently working within the area of certification/licensure of the open position, a teacher on the recall list shall be offered a contract.

29.04 Insurance

During the restoration period, a teacher shall be eligible to have his/her insurance coverage(s) continued according to the C.O.B.R.A. Law.

29.05 Unemployment Benefits

Acceptance or rejection of employment as a substitute shall not constitute the basis for an employer challenge to a teacher's entitlement to unemployment compensation benefits.

29.06 To the extent that they do not conflict with the requirements of Ohio Revised Code Section 3319.17, the provisions of this Article supersede any contrary provisions of law.

ARTICLE XXX – SENIORITY

30.01 Definition of Seniority

Seniority shall mean the length of continuous employment in the Vermilion Local Schools as follows:

1. Seniority shall begin to accrue from the first day worked in a bargaining unit position, excluding tutor, supplemental and extended contracts.
2. Seniority shall accrue for all time an employee is on active pay status in the bargaining unit position, excluding tutor, supplemental and extended contracts.
3. Time spent on inactive pay status (unpaid leave or layoff), in a tutor position, or in a non-bargaining unit position shall not contribute to the accrual of seniority but shall not constitute a break in seniority.
4. Full-time employees shall accrue one (1) year of seniority for each year worked or be granted prorated seniority by days worked, if less than a year.
5. Part-time employees shall accrue prorated seniority by calculation based upon a seven (7) hour and forty-five (45) minute day.
6. No employee shall accrue more than one (1) year of seniority in any work year.

30.02 Equal Seniority

1. A tie in seniority occurs when two (2) or more employees have the same amount of seniority credit as determined by the seniority list.
2. Ties in seniority shall be broken by the following method to determine the most senior employee:

- a. The employee with the first day worked in a bargaining unit position excluding supplemental and extended contracts; then
- b. The employee with the earliest date of employment (date of hire) in the bargaining unit position; then
- c. The date of the application which resulted in the most recent hire in a bargaining unit position;
- d. By drawing names, with the first drawn being most senior. This procedure shall be implemented in the presence of a designated Association representative.

30.03 Superseniority

1. For layoff purposes only, employees employed under continuing contract shall have greater seniority than employees employed under limited contract.
2. For layoff purposes only, the Association President shall be the most senior employee in the bargaining unit.

30.04 Loss of Seniority

Seniority shall be lost when an employee retires or resigns or otherwise leaves the employment of the Vermilion Local Schools.

30.05 Posting of Seniority List

The seniority list shall be posted by October 1 of each work year. The employer shall prepare and post on the designated bulletin board in each building/work site a seniority list indicating, by area of certification/licensure, the first day worked, the date of hire, and the contract status (limited or continuing) of each employee. Said list shall be provided to the Association President on or before the date of posting.

The names of employees on the seniority list shall appear in seniority rank order within areas of certification/licensure with the name of the most senior employee appearing at the top of the listing and the name of the last senior employee appearing at the bottom of the listing.

The names of employees who are certificated/licensed in more than one (1) area shall be included on the listing for all areas of certification/licensure.

30.06 Correction of Inaccuracies

Each employee shall have a period of thirty (30) days after posting of the seniority list in which to advise the Superintendent or designee, in writing, of any inaccuracies which affect his/her seniority. The Superintendent shall make such adjustments as may be in order and post the updated list immediately. No protest shall be considered after thirty (30) days of the posting of the seniority list, and the list shall be considered as final until the next posting.

ARTICLE XXXI – TUITION WAIVER FOR CHILDREN OF VERMILION EMPLOYEES

- 31.01 Teachers who do not reside in the Vermilion Local School District but would like to have their child/children attend school in the District must apply to have their child/children attend school through the Board's Inter-District Open Enrollment Policy.

The child/children of teachers will be accepted through the Board's Inter-District Open Enrollment Policy provided VLSD has the appropriate specialized programming and associated specialized staff in place to meet the child's individual needs.

To be eligible for this benefit, the teacher must apply between March 1st and May 1st, prior to the school year of attendance, to have their child/children enrolled through the Board's Inter-District Open Enrollment Policy to attend the Vermilion Local Schools.

ARTICLE XXXII – ASSOCIATION RIGHTS

- 32.01 Association Membership

Association membership is annual with the membership year being September 1 through August 31. Once a member enrolls, such membership shall be continuous thereafter for each subsequent membership year unless the individual cancels their membership.

Any individual who wishes to cancel their membership must notify the Association President in writing between August 1 and August 31. A member may cancel their membership outside the aforementioned cancellation period but shall be responsible for all remaining dues and assessments of the current membership year and by such cancellation acknowledges that he/she is forgoing any rights specifically reserved to members of the Association.

- 32.02 Meeting Facilities

The Association may use school facilities for meetings upon approval by the Superintendent or his designee at reasonable hours and when facilities are not in use. Should special custodial or other personnel service be required, the Association will reimburse the Board for such services.

- 32.03 Private Telephone

The Association may install a private telephone line at Association expense for its exclusive use. Location of such phone shall be approved by the building principal.

- 32.04 Bulletin Board Space

The Association shall be provided bulletin board space in a place readily accessible to and normally frequented by all teachers in each school for posting of official notices and other official materials relating to Association activity or activities of its affiliates.

- 32.05 Mail Service

The Association shall be authorized to use school mail service and teacher mail boxes for the dispersal of Association materials within the Vermilion Local School District.

32.06 Policy Books

Board Policy Books will be made available for examination by any employee on the District Website.

32.07 The Board Agenda will be sent in advance, and made available at the Board office on the day of the meeting, to the Association President with respect to each regular or special Board meeting.

32.08 Personnel Policy Changes

The Board will inform the Association President as soon as practicable prior to any change of, deletion, or addition to Board Personnel Policies (Series 4000) not covered in this Master Agreement that pertain to the members of the bargaining unit.

32.09 The Association President and chief negotiator shall not be discriminated against by virtue of their positions.

32.10 A copy of those provisions of Title 33 of the Ohio Revised Code pertinent to local school districts will be made available in each school library for examination by members of the bargaining unit.

32.11 The Board shall make available to members of the bargaining unit a directory listing the names, addresses, phone numbers, and job assignments of all employees who do not oppose publication of such data.

32.12 The Board shall furnish upon request by the Association President or the Association's chief negotiator one (1) copy, without charge, of the following documents:

- a. Annual Appropriations Resolution (and amendments, if any);
- b. Annual Report;
- c. Amended Certificate of Estimated Resources;
- d. The Treasurer's monthly computer financial report furnished to the Board.

32.13 Each year the Superintendent and VTA President will meet and attempt to schedule release time to accommodate the needs of the VTA President by mutual agreement. The following guidelines will apply to release time for the VTA President to perform his/her necessary duties: (1) the VTA President will not be scheduled for duty responsibilities such as parking lot, bus, lunch and recess, (2) the VTA President, if necessary, will have coverage once per week from a building substitute if not assigned in a classroom, and (3) the VTA President will sign out with the building principal when leaving the building during those times the President is not directly responsible for students.

ARTICLE XXXIII - MANAGEMENT RIGHTS AND SAVINGS CLAUSE

33.01 Subject only to the provisions of this Agreement, the Board retains all inherent rights to manage the Vermilion Schools as set forth in O.R.C. Chapter 4117. Specific rights include:

- a. The right to determine and from time to time redetermine the number, location and type of programs.
- b. The right to discontinue programs.
- c. The right to determine starting and quitting times within a day consisting of seven (7) hours and forty-five (45) minutes.
- d. The right to establish, change, combine or abolish positions.

- e. The right to determine the number and qualification requirements of its employees.

In the exercise of its rights under this Article, the Board shall not discriminate against a member of the bargaining unit.

- 33.02 Subject only to the provisions of this Agreement, the Association retains its rights as set forth in O.R.C. Chapter 4117.

ARTICLE XXXIV – DISTRIBUTION OF AGREEMENT

- 34.01 The Association shall be responsible for the distribution of the Agreement to each member of the bargaining unit. The Board will post the Agreement on the District website for access purposes.

ARTICLE XXXV – CONFLICT WITH LAW

- 35.01 If any provision of this Agreement or any application of its terms to any member of the bargaining unit shall be found contrary to any federal or state statute, federal or state regulation or federal or state ruling or court order, then such provision or application shall be inoperative but the remaining provisions of this Agreement shall continue in full force and effect.

ARTICLE XXXVI – NO STRIKE CLAUSE

- 36.01 The Association and all members of the bargaining unit shall not engage in any strike, slowdown, or withholding of services against the Vermilion Local School District for the duration of this Agreement.

ARTICLE XXXVII – IN SERVICE TRAINING

- 37.01 Each bargaining unit member may be provided with the option of attending a half (1/2) day seminar in each year of the successor agreement, to be paid at the individual employee's prorated per diem rate and may also have their professional meeting expenses paid for as per the provisions of Article 10. Seminars must be pre-approved by the Administration. For purposes of this Article, a half (1/2) day program is at least 3.5 hours of presentation, which need not be in the same day.
- 37.02 There may be up to four (4) days of District-directed professional development, to be compensated at the hourly-project rate. Bargaining unit members' attendance shall be voluntary.
- 37.03 Bargaining unit members shall be provided adequate training and/or professional development for school programs. Should said training occur during the normal work day, bargaining unit members shall be provided substitutes for classroom coverage.
- 37.04 Payment under this Article will be at the prior year's rate if the date of the seminar/programming is on or before August 15 and at the new year's rate if thereafter. The same August 15 cutoff will apply to determining whether the seminar/programming is part of the prior or new year.

ARTICLE XXXVIII – RESIDENT EDUCATOR MENTORING PROGRAM

- 38.01 The Resident Educator Mentoring Program shall provide mentoring to bargaining unit members new to the teaching profession working to obtain a five-year professional educator license.

A. Purpose:

The purpose of the Resident Educator Mentoring Program is to provide a program of positive formal support including mentoring to foster professional growth of all new teachers to the District.

The Resident Educator Mentoring Program does not replace the District employment evaluation which will determine continued employment.

B. Mentor Qualifications:

To be eligible to serve as a Mentor to a Resident Educator, a teacher must hold a five-year professional license or two-year provisional license that has been renewed two (2) or more times (permanent certificate holders are also included); and have five (5) years teaching experience, three (3) of which were in the District.

Preferably, Mentors should be from the same subject area and grade level as the Resident Educator. Additionally, it is preferred that Mentors be individuals who have demonstrated their ability to utilize a variety of instructional methods and communicate with colleagues constructively.

C. Training for Mentors:

All Mentors for Resident Educators must attend and complete state-sponsored mentor training. Training shall be provided to Mentors at the Board's expense. Mentors shall be provided release time to attend said training. Such training time shall be in addition to any other professional leave to which the Mentor may be entitled. Should the training occur during the summer, the Mentor will be compensated at the hourly project rate.

D. Compensation and Workload:

Mentors shall be compensated according to the Supplemental Salary Schedule for their services. No Mentor shall be assigned more than one (1) Resident Educator at a time during a school year.

The Mentor shall be assured of adequate time during the workday to meet with the assigned Resident Educator, including release time to observe their assigned Resident Educator a minimum of three (3) times per school year.

E. Confidentiality:

The Mentor will maintain confidentiality in all interactions, written or verbal, that pertain to instructional issues with the Resident Educator. No Mentor may be compelled to release information regarding the Resident Educator teacher's progress or to make recommendations regarding their employment.

F. Resident Educators:

All bargaining unit members working to obtain a five-year professional educator license must participate in the Resident Educator Program.

An orientation to the Resident Educator Program shall be provided by the Curriculum Director to all Resident Educators at the beginning of his/her first year of employment with the District.

Resident Educators shall be assured of adequate time during the workday to meet with their assigned Mentor, including release time to observe other teachers at least two (2) times per school year.

G. Program Coordinator:

A Program Coordinator will be designated by the Superintendent to oversee the Resident Educator. Any problems with the Resident Educator or a Mentor will be handled by the Program Coordinator. Mentors can be replaced if the Program Coordinator feels that it is necessary and the pay will be pro-rated. Any decisions made concerning Mentors in the performance of their role as a Mentor shall not be considered in the teacher evaluation process.

ARTICLE XXXIX – ONLINE COURSES

- 39.01 Online courses and courses offered through the Academy will be reviewed together at least once per semester by the Association and Administration to discuss future course offerings, the effectiveness of such courses, and any issues and concerns related to the impact of online instruction within the District.

ARTICLE XL – EVALUATIONS FOR LIBRARIANS, GUIDANCE COUNSELORS AND COACHES

- 40.01 The currently established Evaluation Committee will develop and recommend evaluation procedures and instruments for librarians, guidance counselors, and coaches. Recommendations of the Evaluation Committee for such evaluations shall be submitted to both bargaining teams. Upon approval by both teams, recommendations will be submitted for Association ratification and Board approval within thirty (30) days and incorporated within the Negotiated Agreement.

ARTICLE XLI – DISCIPLINE

41.01 MEMBER DISCIPLINE

- A. All disciplinary action shall be applied in accordance to the following progressive steps, when appropriate, unless said offense is of such a nature that warrants either elimination of the first two steps in the progressive disciplinary procedure or immediate termination procedures by the Board of Education.
- B. The parties recognize that the severity of offenses will not always coincide with the progressive discipline steps. It will be determined by the Superintendent as to what step on the progressive disciplinary procedure the employee shall be placed.

C. The following are the Progressive Disciplinary Steps:

1. Verbal warning with written acknowledgment (document date and infraction);
2. Formal written reprimand;
3. Suspension without pay for up to five (5) days.

D. Teacher termination appeals shall be exclusively through the procedures set forth in Ohio Revised Code 3319.16.

ARTICLE XLII – NON-DISCRIMINATION


42.01 The Board of Education shall prohibit adverse actions related to employment decisions, the application of any provision of this collective bargaining agreement, the creation and/or application of any Board of Education Policy, and shall prohibit bullying, harassment of any kind, or any other act of discrimination, based upon any of the following:

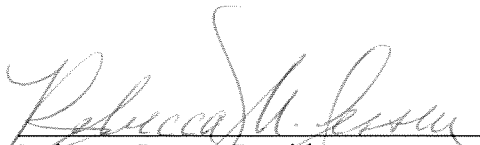
Age, race, national origin, disability, religion, gender, gender identity, gender expression, sexual orientation, marital status, veteran status, political affiliation, union membership or activism.

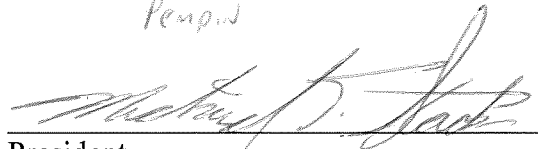
Further, all personally identifiable and medical information relating to any of the above shall be considered confidential information and will not be released except as required by local, state, or federal law. The Board of Education shall respect and uphold each employee's right to privacy and constitutional rights as citizens.

ARTICLE XLIII – EXECUTION

43.01 As authorized representatives of the Board and the Association, and in evidence of our approval of the terms and conditions contained in this Agreement, we do hereby affix our signatures to this Agreement on August 13th, 2019.


Philip Pepin, Superintendent
Pepin


Rebecca Jessen, President
Vermilion Teachers Association


President
Board of Education

VERMILION LOCAL SCHOOL DISTRICT



Philip M. Pempin, Superintendent
Suzanne M. Wilson, Treasurer/CFO
James A. Balotta, Assistant Superintendent

Administration Offices
1250 Sanford Street
Vermilion, OH 44089
Phone 440-204-1700
FAX 440-204-1771

EXTENDED CONTRACT CERTIFICATE

It is hereby certified that with respect to the contract, agreement, obligation, payment, wage and salary schedule or order for the expenditure of funds attached hereto that the Vermilion Local School District has in effect for the remainder of the current fiscal year (July 1 to June 30) and the succeeding fiscal year (July 1 to June 30), the authorization to levy taxes, including the renewal of existing levies, which, when combined with the estimated revenue from all other sources available to the district at the time of the certification, are sufficient to provide operating revenues necessary to enable the district to operate an adequate educational program for a number of days equal to two times the number of days instruction was held in the last completed fiscal year (July 1 to June 30) for all the days set forth in its adopted school calendars for the current fiscal year (July 1 to June 30) and for a number of days in the succeeding fiscal year (July 1 to June 30) equal to the number of days instruction was held or is scheduled for the current fiscal year (July 1 to June 30).

The Certificate is given in compliance with Sections 5705.41, 5705.412 and 5705.44 of the Ohio Revised Code.

6-30-2016
Date

7-11-16
Date

6-30-2016
Date

Suzanne M. Wilson
Treasurer, Board of Education
Vermilion Local School District
Vermilion, Ohio

[Signature]
President, Board of Education
Vermilion Local School District
Vermilion, Ohio

Philip M. Pempin
Superintendent
Vermilion Local School District
Vermilion, Ohio

VERMILION LOCAL SCHOOL DISTRICT

ABSENCE DAY RESERVE PLAN

DONATING MEMBER FORM

If a bargaining unit member exhausts his/her sick leave accumulation, another bargaining unit member may voluntarily donate up to six (6) days of his/her accumulated sick leave to the absent teacher. The absent teacher will be credited with one (1) day for each of one (1) day donated.

Donated sick leave shall be added to the accumulated sick leave of the absent bargaining unit member and deducted from the donating member.

Donated sick leave may not be used for severance pay and will not carry over from one school year to the next.

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

As per Article VIII, 8.06C of the Negotiated Agreement, I voluntarily donate _____ day(s)
of my accumulated sick leave to _____.

SIGNATURE OF DONOR

DATE

**VERMILION LOCAL SCHOOL DISTRICT
PROFESSIONAL MEETING NOTIFICATION**

PART I**REQUEST TO ATTEND A PROFESSIONAL MEETING**

This portion to be completed and submitted to Principal/Supervisor at least 10 days prior to meeting.

Name of Applicant: _____ School/Dept. _____

Meeting to be attended: _____ Location: _____

Meeting Date(s): _____ Meeting Time: _____ Total Days Absent from Work: _____

MY ESTIMATED EXPENSES FOR THIS MEETING ARE:

Registration fees: \$ _____ to be paid to: _____

CHECK ONE: Registration fee is to be paid: _____ in advance _____ reimbursed to employee

Lodging: _____ nights X \$ _____ per night Name of Hotel _____

Food Costs (approx.) \$ _____ Mileage: (miles _____) \$ _____

Other (parking, etc.) _____ No expenses: _____

I request Reimbursement of Half Day Per Diem for Approved In-Service Training

Date of Program: _____ Name of Program: _____

APPROVAL: Principal/Supervisor: _____ Superintendent _____

ACCOUNT CODE(S) TO BE USED FOR REIMBURSEMENT

XREF	Fund	Function	OBJ	SCC	Subject	O.U.	I.L.	Job	Amount

STOP HERE – SUBMIT

TO PRINCIPAL OR SUPERVISOR FOR APPROVAL

COMPLETE BOTTOM AFTER ATTENDING MEETING:

PART II**DOCUMENTATION OF ACTUAL EXPENSES TO BE REIMBURSED**

Complete this portion, attach original receipts and submit to Principal or Supervisor for approval

**PLEASE NOTE: ANY EXPENSES NOT TURNED IN WITHIN 30 DAYS
OF DATE OF MEETING WILL NOT BE REIMBURSED (Article 10.01 B and E)**

PLEASE REIMBURSE THE FOLLOWING EXPENSES – MY RECEIPTS ARE ATTACHED:

Registration: \$ _____ Lodging: _____ nights X \$ _____ per night = \$ _____

Meals: \$ _____ Mileage: _____ miles X \$ _____ per mile = \$ _____

Other – Give detailed explanation: _____

Reimbursement for ½ day Per diem for Approved In-Service Training: _____

(Attach appropriate documentation for attendance.)

Total Expected Reimbursement: \$ _____

Applicant's Signature _____

Principal/Supervisor Approval _____

Certified Staff Only: Amount approved for payment \$ _____ By: _____

Superintendent

SEE REVERSE FOR INSTRUCTIONS

PROFESSIONAL MEETING REIMBURSEMENT FORM

INSTRUCTIONS

1. Employee will complete top ½ of form, including an estimate of all expenses for which reimbursement is requested.
2. Employee will submit form to Principal or Supervisor for approval, along with *completed* registration form for conference/meeting, if needed.
3. Principal or Supervisor will send approved requests to the Superintendent or Assistant Superintendent for final approval.
4. Employee will receive a copy of the approved form prior to the date of the requested meeting. Approved form will be used to request reimbursement.
5. **WITHIN THIRTY (30) DAYS AFTER ATTENDANCE AT MEETING**, Employee will complete bottom ½ of approved form, attach ORIGINAL receipts, and submit to Principal or Supervisor for approval of expenses. ANY EXPENSES SUBMITTED AFTER THIRTY (30) DAYS WILL NOT BE REIMBURSED.
6. Principal or Supervisor will forward completed expense forms and all receipts to the Treasurer's office for reimbursement.
7. Reimbursements will be processed in the next regularly scheduled check run after request is received, provided all documentation is in order.
8. HALF DAY REIMBURSEMENT FOR APPROVED IN-SERVICE TRAINING – Date to be reimbursed must be a non-scheduled work day. Documentation of attendance at approved in-service training must be provided before payment will be made.

PLEASE NOTE:

FAILURE TO FOLLOW INSTRUCTIONS WILL RESULT IN DELAY IN PROCESSING REIMBURSEMENT AND/OR REGISTRATION REQUESTS.

PLEASE SUBMIT COMPLETE INFORMATION

Allowable Expenses – CERTIFIED STAFF (See V.T.A. Negotiated Agreement Article X)

Registration Fee – RECEIPTS ARE REQUIRED

Lodging – Up to \$100.00 per night, plus tax – RECEIPTS ARE REQUIRED

Mileage at the IRS established rate

Incidental Expenses (parking, tolls, etc.) – RECEIPTS ARE REQUIRED

Other Transportation arrangements as approved by the Superintendent

Meals – Breakfast \$5.00 limit Lunch - \$10.00 limit Dinner - \$20.00 limit – RECEIPTS ARE REQUIRED

All expenses must be approved in advance and receipts documenting cost are required as noted.

Allowable Expenses – CLASSIFIED STAFF

Refer to Article 33.06 of the Negotiated Agreement.

Revised 10/15/0

**VERMILION LOCAL SCHOOL DISTRICT
SPECIAL/HOURLY PROJECT RATE TIME SHEET
FOR CONFERENCES AND EXTRA PROJECTS**

Article 5.11 The hourly project rate is \$28.

Article 14.01 *In special circumstances, teachers may be required to have parent conferences outside the normal workday, which will be compensated at the project hourly rate.*

An equal amount of release time will be given for parent conferences that occur outside the workday and do not exceed fifteen (15) minutes. Parent conferences that require more than fifteen (15) minutes outside the workday will be compensated at the hourly project rate in increments of quarter hours.

EMPLOYEE NAME: _____ **BUILDING:** _____

EVENT/PROJECT: _____

Date	Time In A.M.	Time Out A.M.		Time In P.M.	Time Out P.M.	Total Time

TOTAL HOURS REQUESTED: _____

*Note: Time should be rounded to nearest 15-minute interval

Signature of Employee: _____ Date: _____

Signature of Supervisor: _____ Date: _____

OFFICE USE ONLY

Payroll Date: _____

Codes:

001-1110-113-004-16 VES

001-1120-113-005-16 SMS

001-1130-113-003-16 VHS

Revised 5/16

VERMILION LOCAL SCHOOL DISTRICT COLLEGE CREDIT REIMBURSEMENT REQUEST

NAME_____
SCHOOL YEAR

Request for approval of reimbursement must be made BEFORE COURSE COMPLETION

As per the Memorandum of Grievance Resolution dated March 31, 1998, courses which qualify for reimbursement may not count for advancement on the salary schedule or license upgrade. Only graduate (semester/quarter) hours qualify for advancement on the salary schedule.

_____ I am taking courses for graduate credit.

I wish to receive 50% reimbursement or \$1500, whichever is less, as per Article 12.01 in the Negotiated Agreement. Before I can receive reimbursement, I understand I must present satisfactory documentation (original receipts) of costs for course(s) and textbooks. Official transcript of grades showing satisfactory completion of the course work must also be sent to the Superintendent's office.

ATTACHED TO THIS REQUEST IS A COPY OF THE INSTITUTION'S CATALOG COURSE DESCRIPTION.

**NOTE: Deadline to submit receipts and transcript of grades is September 30.
 Payment will be made by October 15.**

COURSES REQUESTED FOR REIMBURSEMENT:

UNIVERSITY NAME	COURSE NAME	COURSE #	# OF HOURS	COST

Date_____
Signature of Applicant_____
Date_____
Signature of Superintendent

-----DO NOT WRITE BELOW THIS LINE-----

Total Amount of Courses Taken: \$_____

REIMBURSEMENTAMOUNT: \$_____

_____ Received Course Description

_____ Received Receipts

_____ Received Transcripts/Grades

ARTICLE XII - COLLEGE CREDIT REIMBURSEMENT

- 12.01 Subject to the limitations stated below, the Board shall reimburse a teacher for the cost of:
- A. Credit courses taken in the teacher's area of certification/licensure, assignment and all other education courses at an accredited college or university;
 - B. Other credit courses taken, with the prior approval of the Superintendent, which directly relate to performance of the teacher's duties as a teacher in Vermilion.

The Board will appropriate an annual amount of \$40,000 for tuition reimbursement. The maximum total payment per teacher per year under this Section, 12.01, shall be fifty percent (50%) of the cost of the courses taken or one thousand five hundred dollars (\$1,500), whichever is less. Should requests exceed the annual appropriated amount, reimbursement will be made in a proportional amount (i.e., number of approved requests divided by the full appropriation amount).

- 12.02 To be eligible for any payments:
- A. The teacher must complete the ensuing school year as a teacher for Vermilion.
 - B. Course work must be scheduled at times that do not interfere with the normal duties of a teacher.
 - C. Requests for reimbursement must be made BEFORE COURSE COMPLETION on the proper form. (Appendix D)
 - D. The teacher must present proof of satisfactory completion of the course work. (i.e., a grade of "C" or better, or "Passing" if the course is graded on a Pass/Fail basis under 12.01)
 - E. The teacher must present satisfactory documentation of all costs on the proper form for which reimbursement is sought. (Appendix D) Reimbursement will be made by October 15th for course work completed in the prior school year provided the teacher has fully complied with all documentation requirements of this Article by September 30th.
 - F. The teacher must be an active employee of the Board at the time the course work is taken (for example, a teacher on a leave of absence would not qualify).

- 12.03 The term "cost," as used in this Article, is defined as charges for tuition and required textbooks.

**VERMILION LOCAL SCHOOLS
SUPPLEMENTAL CONTRACT COMPLETION FORM**

I wish to inform the Board Treasurer that as of _____,

I have fulfilled all contractual responsibilities and obligations pertaining to my supplemental contract
for _____.

Employee

Date

I wish to verify to the Board Treasurer that _____
has fulfilled all contractual responsibilities and obligations pertaining to the _____
supplemental contract, and should receive payment for services rendered as stated in the Master
Agreement.

Administrator/Supervisor Signature

Date

.....

-- FOR OFFICE USE ONLY --

Received by Treasurer's Office _____
Date

Payroll Date _____ By _____

VERMILION LOCAL SCHOOLS
APPLICATION FOR ASSAULT LEAVE

Name: _____

Building to which assigned: _____

Date of assault: _____

Identify the assailant(s), if known: _____

State the nature of the injuries sustained: _____

State the facts surrounding the assault: _____

Are you willing to participate and cooperate with the Board of Education in pursuing legal action against the assailant(s)? YES NO (circle one)

Did your injuries require medical attention? YES NO (circle one)

If your injuries did require medical attention, give the name of the attending physician and the date (dates) of treatment: _____

If medical attention was required, you must supply a certificate from your physician stating the nature and duration of your disability in order to qualify for assault leave under Ohio law.

Signature: _____ Date: _____

**VERMILION LOCAL SCHOOLS
GRIEVANCE FORM I**

Distribution of Forms:

1. Principal or Supervisor
2. Association Grievance Chairperson
3. Grievant

A. Name of Grievant:_____

B. Date filed:_____

C. Date(s) grievance occurred:_____

D. Facts upon which grievance is based and specification of provision(s) of Agreement violated, misinterpreted, or misapplied:

E. The remedy sought:_____

F. Name of Principal or Immediate Supervisor with whom this grievance is being filed:

G. Disposition and reasons for such disposition:_____

Signature of Grievant

Date

Signature of Principal/Immediate Supervisor

Date

****Grievant reserves the right to amend this grievance prior to arbitration.**

**VERMILION LOCAL SCHOOLS
GRIEVANCE FORM II**

Distribution of Forms:

1. Superintendent
2. Association Grievance Chairperson
3. Grievant

A. Name of Grievant:_____

B. Date filed:_____

C. Date(s) grievance occurred:_____

D. Facts upon which grievance is based and specification of provision(s) of Agreement violated, misinterpreted, or misapplied:

E. The remedy sought:_____

F. Name of Superintendent:_____

G. Disposition and reasons of Superintendent:_____

Signature of Grievant

Date

Signature of Superintendent

Date

****Grievant reserves the right to amend this grievance prior to arbitration.**

**VERMILION LOCAL SCHOOLS
GRIEVANCE FORM III**

Distribution of Forms:

- 4. Treasurer of Board
- 5. Association Grievance Chairperson
- 6. Grievant

A. Name of Grievant: _____

B. Date filed: _____

C. Date(s) grievance occurred: _____

D. Facts upon which grievance is based and specification of provision(s) of Agreement violated, misinterpreted, or misapplied:

E. The remedy sought: _____

F. Disposition of Board of Education: _____

Signature of Grievant

Date

Signature of President of Board

Date

**VERMILION LOCAL SCHOOLS
ROUND TRIP MILEAGE ALLOWANCE**

APPENDIX H

ROUND TRIP FROM VERMILION TO:	MILEAGE	ROUND TRIP FROM VERMILION TO:	MILEAGE	ROUND TRIP FROM VERMILION TO:	MILEAGE	ROUND TRIP FROM VERMILION TO:	MILEAGE
Ada, OH	243	EHOVE	42	Mohican Park	120	Toledo, OH	162
Admiral King, Lorain	25	Elyria Catholic High School	40	Monroeville, OH	48	Twinsburg, OH	125
Akron, OH	130	Elyria High School	40	New London High School	55	VanBuren, OH	183
Amherst, OH	25	Elyria West High School	35	Nord Center, Lorain	25	Vermilion - All Banks	4
Anthony Wayne High School	175	Erie County Courthouse, Sandusky	50	North Olmsted, OH	56	Vermilion - Germans Villa	9
Ashland, OH	81	Erie-Huron-Ottawa ESC, Sandusky	47	North Ridgeville, OH	50	Vermilion Family YMCA	5
Attica, OH	120	Fairview Park, OH	76	Northfield, OH	135	Vermilion Post Office	4
Avon Lake, OH	50	Findlay, OH	175	Northwood School, Elyria	40	Wadsworth, OH	142
Avon, OH	45	Firelands College, BGSU, Huron	34	Norwalk, OH	45	Wellington High School	60
Barberton, OH	160	Firelands High School, Oberlin	25	Oak Harbor High School	102	Wellington Middle School	64
Bath, OH	110	Fremont, OH	102	Oberlin, OH	40	Westlake High School	62
Bay Village High School	65	Galion, OH	121	Ohio State University	210	Westwood School, Elyria	40
Beachwood, OH	124	Great Northern Mall	63	Olmsted Falls, OH	63	Whittier School, Lorain, OH	40
Bellevue, OH	75	Grove City, OH	263	Ontario, OH	150	Willard, OH	105
Berea, OH	78	Huron, OH	25	Orange High School	120		
Berlin-Milan BOE	45	Independence, OH	110	Orrville, OH	150	VERMILION LOCATIONS:	
Black River High School	80	Keystone High School	58	Ottawa, OH	176	South Street	4
Bowling Green State University	160	Lagrange, OH	55	Penta County JVS	155	Vermilion Intermediate	4
Brandywine	100	Learwood School	55	Perkins High School	45	Sailorway Middle	2
Brecksville, OH	115	LEECA - Elyria	32	Perrysburg, OH	155	Vermilion High School	2
Brookside High School	50	Lexington, OH	135	Poland, OH	220		
Brunswick, OH	88	Lorain Catholic High School	30	Port Clinton, OH	70		
Buckeye High School, Medina	105	Lorain County Community College	40	Ravenna, OH	165		
Bucyrus, OH	141	Lorain County Courthouse, Elyria	47	Rocky River, OH	65		
Butler, OH	189	Lorain County ESC	32	Sandusky - Greentree Inn	44		
Camp Nuhop	145	Lorain County JVS, Oberlin	45	Sandusky, OH	45		
Case Western Reserve University	98	Lorain High School	25	Sandusky - St. Mary's School	50		
Cincinnati, OH	470	Lorain Palace Theater	20	Sawmill Creek Resort, Huron	34		
Clearview High School	30	Mansfield, OH	110	Shaker Heights, OH	131		
Cleveland Downtown	94	Mansfield-Madison High School	114	Shawnee School, Huron	23		
Cleveland, Natural History Museum	110	Mansfield-Madison Junior High	118	Sheffield, OH	50		
Cleveland, Playhouse Sq/Cleve. St.	94	Margaretta, OH	55	Shelby, OH	135		
Cleveland, Rock & Roll Hall of Fame	87	Marion, OH	224	Solon High School	125		
Cleveland, Science Museum	85	Massillon, OH	185	Southview High School, Lorain	40		
Cloverleaf High School	110	McCormick School	30	St. Edwards High School, Lakewood	80		
Clyde High School	95	Mentor, OH	134	St. Mary Elementary, Vermilion	2		
Columbus, OH	240	Midpark High School, Berea, OH	93	Strongsville, OH	80		
Dayton, OH	423	Midview High School	55	Tiffin, OH	130		
Dover, OH	180	Midway Mall, Elyria	37	Toledo University	168		
Edison High School, Milan	40	Milan, OH	40				

APPENDIX H

VERMILION LOCAL SCHOOLS
TEACHERS' SALARY INDEX
2019-2020
BASE SALARY - \$35,867

Step	BACHELORS	BACH +18 GRAD HRS. OR 150 SEM HRS	BACH +30 GRAD HRS.	MASTERS	MASTERS+18 GRAD HRS.	MASTERS+30 GRAD HRS.	MASTER+45 GRAD HRS.	DOCTORATE
0	1.00000	1.08000	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000
1	1.08000	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000
2	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000
3	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000
4	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000
5	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000
6	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000
7	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000
8	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000
9	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000
10	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000
11	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000
12	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000
13	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000
14	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000
15	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000	2.13000
16	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000	2.13000	2.18000
17	1.83000	1.93000	1.98000	2.03000	2.08000	2.13000	2.18000	2.23000
18	1.83000	1.93000	2.03000	2.08000	2.13000	2.18000	2.23000	2.28000
19	1.83000	1.93000	2.03000	2.13000	2.18000	2.23000	2.28000	2.33000
20	1.83000	1.93000	2.03000	2.13000	2.23000	2.28000	2.33000	2.38000
21	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.38000	2.43000
22	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.43000	2.48000
23	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.43000	2.53000

VERMILION LOCAL SCHOOLS
TEACHERS' SALARY SCHEDULES
2019-2020
BASE SALARY - \$35,867

5.03 A - SALARY SCHEDULE

Step	BACHELORS	BACH +18 GRAD HRS. OR 150 SEM HRS	BACH +30 GRAD HRS.	MASTERS	MASTERS+18 GRAD HRS.	MASTERS+30 GRAD HRS.	MASTER+45 GRAD HRS.	DOCTORATE
0	35,867	38,736	40,530	42,323	44,116	45,910	47,703	49,496
1	38,736	40,530	42,323	44,116	45,910	47,703	49,496	51,290
2	40,530	42,323	44,116	45,910	47,703	49,496	51,290	53,083
3	42,323	44,116	45,910	47,703	49,496	51,290	53,083	54,877
4	44,116	45,910	47,703	49,496	51,290	53,083	54,877	56,670
5	45,910	47,703	49,496	51,290	53,083	54,877	56,670	58,463
6	47,703	49,496	51,290	53,083	54,877	56,670	58,463	60,257
7	49,496	51,290	53,083	54,877	56,670	58,463	60,257	62,050
8	51,290	53,083	54,877	56,670	58,463	60,257	62,050	63,843
9	53,083	54,877	56,670	58,463	60,257	62,050	63,843	65,637
10	54,877	56,670	58,463	60,257	62,050	63,843	65,637	67,430
11	56,670	58,463	60,257	62,050	63,843	65,637	67,430	69,223
12	58,463	60,257	62,050	63,843	65,637	67,430	69,223	71,017
13	60,257	62,050	63,843	65,637	67,430	69,223	71,017	72,810
14	62,050	63,843	65,637	67,430	69,223	71,017	72,810	74,603
15	63,843	65,637	67,430	69,223	71,017	72,810	74,603	76,397
16	65,637	67,430	69,223	71,017	72,810	74,603	76,397	78,190
17	65,637	69,223	71,017	72,810	74,603	76,397	78,190	79,983
18	65,637	69,223	72,810	74,603	76,397	78,190	79,983	81,777
19	65,637	69,223	72,810	76,397	78,190	79,983	81,777	83,570
20	65,637	69,223	72,810	76,397	79,983	81,777	83,570	85,363
21	65,637	69,223	72,810	76,397	79,983	83,570	85,363	87,157
22	65,637	69,223	72,810	76,397	79,983	83,570	87,157	88,950
23	65,637	69,223	72,810	76,397	79,983	83,570	87,157	90,744

VERMILION LOCAL SCHOOLS
Supplementals/Levels/Step Amounts
2019-2020

5.03B SCHEDULE "B" - EXTENDED TIME WILL BE PAID ON A PER DIEM BASIS

5.03C SCHEDULE "C" - CO-CURRICULAR AND ADDITIONAL DUTIES

	<u>Level</u>	<u>Step 0</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
1. <u>Cheerleader Advisor</u>								
H.S.-W.R/FB/BK (Per Sport)	11	2,152	2,242	2,331	2,421	2,511	2,600	2,690
Asst. H.S.-WR/FB/BK (Per Sport)	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
Head SMS Cheerleader Advisor (per year)	17	3,228	3,318	3,407	3,497	3,587	3,676	3,766
Asst. SMS Cheerleader Advisor (per year)	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
2. <u>Publications</u>								
Newspaper - H.S.	9	1,793	1,883	1,973	2,062	2,152	2,242	2,331
Yearbook	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
Newspapers - SMS	4	897	986	1,076	1,166	1,255	1,345	1,435
Broadcast Journalism VHS	10	1,973	2,062	2,152	2,242	2,331	2,421	2,511
3. <u>Department Heads</u>								
Includes Library and Guidance PREK-12	13	2,511	2,600	2,690	2,780	2,869	2,959	3,049
4. Team Leaders K-8	12	2,331	2,421	2,511	2,600	2,690	2,780	2,869
5. <u>Class Advisors</u>								
Senior	26	4,842	4,932	5,021	5,111	5,201	5,290	5,380
Asst. Senior Class Advisor	12	2,331	2,421	2,511	2,600	2,690	2,780	2,869
Junior	4	897	986	1,076	1,166	1,255	1,345	1,435
Sophomore	4	897	986	1,076	1,166	1,255	1,345	1,435
Freshman	4	897	986	1,076	1,166	1,255	1,345	1,435
6. <u>Student Council Advisors</u>								
Student Council Advisor - SMS	6	1,255	1,345	1,435	1,524	1,614	1,704	1,793
Student Council Advisor - HS	24	4,483	4,573	4,663	4,752	4,842	4,932	5,021
8th Grade Class Advisor	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
Student Council Advisor - VES	6	1,255	1,345	1,435	1,524	1,614	1,704	1,793
7. <u>Class Trip Advisor</u>								
Class Trip Advisor	3	717	807	897	986	1,076	1,166	1,255
Overnight Class Trip	0	269	314	359	404	448	493	538
Instructional Chaperone								
8. <u>Club Advisors</u>								
F.T.A.	4	897	986	1,076	1,166	1,255	1,345	1,435
Chess	4	897	986	1,076	1,166	1,255	1,345	1,435
SMS Service Club Advisor	5	1,076	1,166	1,255	1,345	1,435	1,524	1,614
VHS Sailor Pride Advisor	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
Educational Fair Coordinator	5	1,076	1,166	1,255	1,345	1,435	1,524	1,614

	Science Olympiad Advisor	5	1,076	1,166	1,255	1,345	1,435	1,524	1,614
	HS Art Club	9	1,793	1,883	1,973	2,062	2,152	2,242	2,331
	MS Art Club	9	1,793	1,883	1,973	2,062	2,152	2,242	2,331
9.	N.H.S. Advisor	8	1,614	1,704	1,793	1,883	1,973	2,062	2,152
10.	Ski Club Director (VHS & SMS)	6	1,255	1,345	1,435	1,524	1,614	1,704	1,793
	Asst. Ski Club Advisor	1	359	448	538	628	717	807	897
11.	Drama Director	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Asst. Drama Advisor (VHS)	11	2,152	2,242	2,331	2,421	2,511	2,600	2,690
	Asst. Drama Club Advisor (SMS)	11	2,152	2,242	2,331	2,421	2,511	2,600	2,690
12.	<u>Team Advisors</u>								
	Academic Challenge Advisor, VHS & SMS	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
	Model UN Advisor	4	897	986	1,076	1,166	1,255	1,345	1,435
	Debate Team Advisor	18	3,407	3,497	3,587	3,676	3,766	3,856	3,945
	Assistant Debate Advisor	9	1,793	1,883	1,973	2,062	2,152	2,242	2,331
	Mock Trial Advisor	10	1,973	2,062	2,152	2,242	2,331	2,421	2,511
13.	Friday Suspension	10	1,973	2,062	2,152	2,242	2,331	2,421	2,511
14.	<u>Music Activities</u>								
	Marching Band	29	5,380	5,470	5,559	5,649	5,739	5,828	5,918
	Asst. Marching Band (1 position)	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
	HS Marching Band Percussion Instructor	8	1,614	1,704	1,793	1,883	1,973	2,062	2,152
	Pep Band	6	1,255	1,345	1,435	1,524	1,614	1,704	1,793
	H.S. Performing Choirs	10	1,973	2,062	2,152	2,242	2,331	2,421	2,511
	H.S. Accompanist	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	M.S. Performing Choir	0	269	314	359	404	448	493	538
	H.S. Performing Band	10	1,973	2,062	2,152	2,242	2,331	2,421	2,511
	M.S. Performing Band	1	359	448	538	628	717	807	897
	H.S. Sailor Jazz	6	1,255	1,345	1,435	1,524	1,614	1,704	1,793
	Soundsation	6	1,255	1,345	1,435	1,524	1,614	1,704	1,793
	H.S. Majorette Advisor	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	M.S. Majorette Advisor	4	897	986	1,076	1,166	1,255	1,345	1,435
	H.S. Flag Corps Advisor	9	1,793	1,883	1,973	2,062	2,152	2,242	2,331
	Asst. H.S. Flag Corps Advisor	5	1,076	1,166	1,255	1,345	1,435	1,524	1,614
	M.S. Flag Corps Advisor	4	897	986	1,076	1,166	1,255	1,345	1,435
	Producer Major Musical	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	Dramatic Director Major Musical	12	2,331	2,421	2,511	2,600	2,690	2,780	2,869
	Asst. Director Major Musical	9	1,793	1,883	1,973	2,062	2,152	2,242	2,331
	Technical Director Major Musical	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	Orchestra Major Musical	10	1,973	2,062	2,152	2,242	2,331	2,421	2,511
	Pianist Major Musical	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	Choreographer Major Musical	5	1,076	1,166	1,255	1,345	1,435	1,524	1,614
	Elementary Public Performance K-5 (art, music & Phys Ed.)	0	269	314	359	404	448	493	538
15.	Building Technology Coordinator	25	4,663	4,752	4,842	4,932	5,021	5,111	5,201

16.	<u>F.A.C.E.T.S.</u>								
	Independent Study	1	359	448	538	628	717	807	897
	Teacher Directed Seminar	2	538	628	717	807	897	986	1,076
	Advanced Placement Class/Dual Enrollment Coursework/ PSEO Classes (per year/per teacher)	4	897	986	1,076	1,166	1,255	1,345	1,435
	Faculty Gifted Coordinator	23	4,304	4,394	4,483	4,573	4,663	4,752	4,842
17.	<u>Subject/Service Organization</u>								
	Family, Career & Community Leaders of America (FCCLA)	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	LEO Club Advisor	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	Librarian	18	3,407	3,497	3,587	3,676	3,766	3,856	3,945
18	<u>Teacher Mentors</u>								
	Program								
	Coordinator	4	897	986	1,076	1,166	1,255	1,345	1,435
	Resident Educator Mentor	3	717	807	897	986	1,076	1,166	1,255
	Experienced Teacher	1	359	448	538	628	717	807	897
19.	<u>Project Facilitator</u>	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
	Credit Flexibility Facilitator								
20	Guard Instructors								
	Winter Guard - High School	9	1,793	1,883	1,973	2,062	2,152	2,242	2,331
	Asst. Winter Guard - High School	5	1,076	1,166	1,255	1,345	1,435	1,524	1,614
	Winter Guard - Middle School	4	897	986	1,076	1,166	1,255	1,345	1,435

5.03D SCHEDULE "D" - ATHLETIC RESPONSIBILITIES (Beginning 2001-2002 count experience for High School and Middle School Level - with verification from District Treasurer).

		<u>Level</u>	<u>Step 0</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
1.	<u>Football</u>								
	Head FB High School	44	8,070	8,160	8,249	8,339	8,429	8,518	8,608
	Asst. FB High School	24	4,483	4,573	4,663	4,752	4,842	4,932	5,021
	Head FB Middle School - (1 per Grade)	16	3,049	3,138	3,228	3,318	3,407	3,497	3,587
	Asst. FB Middle School	13	2,511	2,600	2,690	2,780	2,869	2,959	3,049
2.	<u>Basketball</u>								
	Head BK High School - Boys	43	7,891	7,980	8,070	8,160	8,249	8,339	8,429
	Asst. BK High School	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Head BK High School - Girls	43	7,891	7,980	8,070	8,160	8,249	8,339	8,429
	Asst. BK High School	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Head BK Middle Schools - Boys	16	3,049	3,138	3,228	3,318	3,407	3,497	3,587
	Head BK Middle Schools - Girls	16	3,049	3,138	3,228	3,318	3,407	3,497	3,587

3.	<u>Wrestling</u>								
	Head WR High School	43	7,891	7,980	8,070	8,160	8,249	8,339	8,429
	Asst. WR High School	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Head WR Middle School	16	3,049	3,138	3,228	3,318	3,407	3,497	3,587
	Asst. WR Middle School	13	2,511	2,600	2,690	2,780	2,869	2,959	3,049
4.	<u>Track</u>								
	Head TR High Schools - Boys	29	5,380	5,470	5,559	5,649	5,739	5,828	5,918
	Head TR High Schools - Girls	29	5,380	5,470	5,559	5,649	5,739	5,828	5,918
	Asst. TR High School	16	3,049	3,138	3,228	3,318	3,407	3,497	3,587
	Head TR Middle Schools - Boys	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
	Head TR Middle Schools - Girls	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
	Asst. TR Middle School	13	2,511	2,600	2,690	2,780	2,869	2,959	3,049
5.	<u>Soccer</u>								
	Head Soccer - Boys	23	4,304	4,394	4,483	4,573	4,663	4,752	4,842
	Head Soccer - Girls	23	4,304	4,394	4,483	4,573	4,663	4,752	4,842
	Asst. Soccer	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
6.	<u>Baseball</u>								
	Head BS High School	23	4,304	4,394	4,483	4,573	4,663	4,752	4,842
	Asst. BS High School	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
	Position Coach (or Freshman Asst. Coach)	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
7.	<u>Softball</u>								
	Head Softball	23	4,304	4,394	4,483	4,573	4,663	4,752	4,842
	Asst. Softball	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
	Position Coach	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	Softball Coach - Middle School	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
8.	<u>Cross County</u>								
	Head CC	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Asst. CC	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
	MS. CC	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
9.	<u>Golf</u>								
	Head Golf - Boys	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Head Golf - Girls	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Asst. Golf - Boys	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
	Asst. Golf - Girls	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
10.	<u>Tennis</u>								
	Head TN - Boys	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Head TN - Girls	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Asst. TN	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407

11.	<u>Volleyball</u>								
	Head VB - High School	29	5,380	5,470	5,559	5,649	5,739	5,828	5,918
	Asst. VB - High School	16	3,049	3,138	3,228	3,318	3,407	3,497	3,587
	Head VB - Middle School	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
12.	<u>Bowling</u>								
	Head Coach	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Assistant Coach	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
13.	<u>Gymnastics</u>								
	Head Coach	22	4,125	4,214	4,304	4,394	4,483	4,573	4,663
	Asst. Coach	15	2,869	2,959	3,049	3,138	3,228	3,318	3,407
14.	<u>Intramurals</u>								
	High School - Boys (Per Sem.)	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	High School - Girls (Per Sem.)	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	Middle School - Boys (Per Sem.)	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
	Middle School - Girls (Per Sem.)	7	1,435	1,524	1,614	1,704	1,793	1,883	1,973
15.	Weight Room Coordinator	14	2,690	2,780	2,869	2,959	3,049	3,138	3,228
16.	Faculty Manager - (HS) - Falls	18	3,407	3,497	3,587	3,676	3,766	3,856	3,945
	Faculty Manager - (HS) - Winter	18	3,407	3,497	3,587	3,676	3,766	3,856	3,945
17.	Athletic Director (MS)	40	7,353	7,442	7,532	7,622	7,711	7,801	7,891
18.	Assigner of Athletic Officials	5	1,076	1,166	1,255	1,345	1,435	1,524	1,614

VERMILION LOCAL SCHOOLS
TEACHERS' SALARY INDEX
2020-2021
BASE SALARY - \$36,046

Step	BACHELORS	BACH +18 GRAD HRS. OR 150 SEM HRS	BACH +30 GRAD HRS.	MASTERS	MASTERS+18 GRAD HRS.	MASTERS+30 GRAD HRS.	MASTER+45 GRAD HRS.	DOCTORATE
0	1.00000	1.08000	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000
1	1.08000	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000
2	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000
3	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000
4	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000
5	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000
6	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000
7	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000
8	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000
9	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000
10	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000
11	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000
12	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000
13	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000
14	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000
15	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000	2.13000
16	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000	2.13000	2.18000
17	1.83000	1.93000	1.98000	2.03000	2.08000	2.13000	2.18000	2.23000
18	1.83000	1.93000	2.03000	2.08000	2.13000	2.18000	2.23000	2.28000
19	1.83000	1.93000	2.03000	2.13000	2.18000	2.23000	2.28000	2.33000
20	1.83000	1.93000	2.03000	2.13000	2.23000	2.28000	2.33000	2.38000
21	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.38000	2.43000
22	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.43000	2.48000
23	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.43000	2.53000

VERMILION LOCAL SCHOOLS
TEACHERS' SALARY SCHEDULES
2020-2021
BASE SALARY - \$36,046

Step	BACHELORS	BACH +18 GRAD HRS. OR 150 SEM HRS	BACH +30 GRAD HRS.	MASTERS	MASTERS+18 GRAD HRS.	MASTERS+30 GRAD HRS.	MASTER+45 GRAD HRS.	DOCTORATE
0	36,046	38,930	40,732	42,534	44,337	46,139	47,941	49,743
1	38,930	40,732	42,534	44,337	46,139	47,941	49,743	51,546
2	40,732	42,534	44,337	46,139	47,941	49,743	51,546	53,348
3	42,534	44,337	46,139	47,941	49,743	51,546	53,348	55,150
4	44,337	46,139	47,941	49,743	51,546	53,348	55,150	56,953
5	46,139	47,941	49,743	51,546	53,348	55,150	56,953	58,755
6	47,941	49,743	51,546	53,348	55,150	56,953	58,755	60,557
7	49,743	51,546	53,348	55,150	56,953	58,755	60,557	62,360
8	51,546	53,348	55,150	56,953	58,755	60,557	62,360	64,162
9	53,348	55,150	56,953	58,755	60,557	62,360	64,162	65,964
10	55,150	56,953	58,755	60,557	62,360	64,162	65,964	67,766
11	56,953	58,755	60,557	62,360	64,162	65,964	67,766	69,569
12	58,755	60,557	62,360	64,162	65,964	67,766	69,569	71,371
13	60,557	62,360	64,162	65,964	67,766	69,569	71,371	73,173
14	62,360	64,162	65,964	67,766	69,569	71,371	73,173	74,976
15	64,162	65,964	67,766	69,569	71,371	73,173	74,976	76,778
16	65,964	67,766	69,569	71,371	73,173	74,976	76,778	78,580
17	65,964	69,569	71,371	73,173	74,976	76,778	78,580	80,383
18	65,964	69,569	73,173	74,976	76,778	78,580	80,383	82,185
19	65,964	69,569	73,173	76,778	78,580	80,383	82,185	83,987
20	65,964	69,569	73,173	76,778	80,383	82,185	83,987	85,789
21	65,964	69,569	73,173	76,778	80,383	83,987	85,789	87,592
22	65,964	69,569	73,173	76,778	80,383	83,987	87,592	89,394
23	65,964	69,569	73,173	76,778	80,383	83,987	87,592	91,196

VERMILION LOCAL SCHOOLS
Supplementals/Levels/Step Amounts
2020-2021

5.04B SCHEDULE "B" - EXTENDED TIME WILL BE PAID ON A PER DIEM BASIS

5.04C SCHEDULE "C" - CO-CURRICULAR AND ADDITIONAL DUTIES

	<u>Level</u>	<u>Step 0</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
1. <u>Cheerleader Advisor</u>								
H.S.-W.R/FB/BK (Per Sport)	11	2,163	2,253	2,343	2,433	2,523	2,613	2,703
Asst. H.S.-WR/FB/BK (Per Sport)	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
Head SMS Cheerleader Advisor (per year)	17	3,244	3,334	3,424	3,514	3,605	3,695	3,785
Asst. SMS Cheerleader Advisor (per year)	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
2. <u>Publications</u>								
Newspaper - H.S.	9	1,802	1,892	1,983	2,073	2,163	2,253	2,343
Yearbook	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
Newspapers - SMS	4	901	991	1,081	1,171	1,262	1,352	1,442
Broadcast Journalism VHS	10	1,983	2,073	2,163	2,253	2,343	2,433	2,523
3. <u>Department Heads</u>								
Includes Library and Guidance PREK-12	13	2,523	2,613	2,703	2,794	2,884	2,974	3,064
4. Team Leaders K-8	12	2,343	2,433	2,523	2,613	2,703	2,794	2,884
5. <u>Class Advisors</u>								
Senior	26	4,866	4,956	5,046	5,137	5,227	5,317	5,407
Asst. Senior Class Advisor	12	2,343	2,433	2,523	2,613	2,703	2,794	2,884
Junior	4	901	991	1,081	1,171	1,262	1,352	1,442
Sophomore	4	901	991	1,081	1,171	1,262	1,352	1,442
Freshman	4	901	991	1,081	1,171	1,262	1,352	1,442
6. <u>Student Council Advisors</u>								
Student Council Advisor - SMS	6	1,262	1,352	1,442	1,532	1,622	1,712	1,802
Student Council Advisor - HS	24	4,506	4,596	4,686	4,776	4,866	4,956	5,046
8th Grade Class Advisor	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
Student Council Advisor - VES	6	1,262	1,352	1,442	1,532	1,622	1,712	1,802
7. <u>Class Trip Advisor</u>								
Class Trip Advisor	3	721	811	901	991	1,081	1,171	1,262
Overnight Class Trip	0	270	315	360	406	451	496	541
Instructional Chaperone								
8. <u>Club Advisors</u>								
F.T.A.	4	901	991	1,081	1,171	1,262	1,352	1,442
Chess	4	901	991	1,081	1,171	1,262	1,352	1,442
SMS Service Club Advisor	5	1,081	1,171	1,262	1,352	1,442	1,532	1,622
VHS Sailor Pride Advisor	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
Educational Fair Coordinator	5	1,081	1,171	1,262	1,352	1,442	1,532	1,622
Science Olympiad Advisor	5	1,081	1,171	1,262	1,352	1,442	1,532	1,622
HS Art Club	9	1,802	1,892	1,983	2,073	2,163	2,253	2,343
MS Art Club	9	1,802	1,892	1,983	2,073	2,163	2,253	2,343

9.	N.H.S. Advisor	8	1,622	1,712	1,802	1,892	1,983	2,073	2,163
10.	Ski Club Director (VHS & SMS)	6	1,262	1,352	1,442	1,532	1,622	1,712	1,802
	Asst. Ski Club Advisor	1	360	451	541	631	721	811	901
11.	Drama Director	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Asst. Drama Advisor (VHS)	11	2,163	2,253	2,343	2,433	2,523	2,613	2,703
	Asst. Drama Club Advisor (SMS)	11	2,163	2,253	2,343	2,433	2,523	2,613	2,703
12.	<u>Team Advisors</u>								
	Academic Challenge Advisor, VHS & SMS	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
	Model UN Advisor	4	901	991	1,081	1,171	1,262	1,352	1,442
	Debate Team Advisor	18	3,424	3,514	3,605	3,695	3,785	3,875	3,965
	Assistant Debate Advisor	9	1,802	1,892	1,983	2,073	2,163	2,253	2,343
	Mock Trial Advisor	10	1,983	2,073	2,163	2,253	2,343	2,433	2,523
13.	Friday Suspension	10	1,983	2,073	2,163	2,253	2,343	2,433	2,523
14.	<u>Music Activities</u>								
	Marching Band	29	5,407	5,497	5,587	5,677	5,767	5,857	5,948
	Asst. Marching Band (1 position)	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
	HS Marching Band Percussion Instructor	8	1,622	1,712	1,802	1,892	1,983	2,073	2,163
	Pep Band	6	1,262	1,352	1,442	1,532	1,622	1,712	1,802
	H.S. Performing Choirs	10	1,983	2,073	2,163	2,253	2,343	2,433	2,523
	H.S. Accompanist	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	M.S. Performing Choir	0	270	315	360	406	451	496	541
	H.S. Performing Band	10	1,983	2,073	2,163	2,253	2,343	2,433	2,523
	M.S. Performing Band	1	360	451	541	631	721	811	901
	H.S. Sailor Jazz	6	1,262	1,352	1,442	1,532	1,622	1,712	1,802
	Soundsation	6	1,262	1,352	1,442	1,532	1,622	1,712	1,802
	H.S. Majorette Advisor	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	M.S. Majorette Advisor	4	901	991	1,081	1,171	1,262	1,352	1,442
	H.S. Flag Corps Advisor	9	1,802	1,892	1,983	2,073	2,163	2,253	2,343
	Asst. H.S. Flag Corps Advisor	5	1,081	1,171	1,262	1,352	1,442	1,532	1,622
	M.S. Flag Corps Advisor	4	901	991	1,081	1,171	1,262	1,352	1,442
	Producer Major Musical	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	Dramatic Director Major Musical	12	2,343	2,433	2,523	2,613	2,703	2,794	2,884
	Asst. Director Major Musical	9	1,802	1,892	1,983	2,073	2,163	2,253	2,343
	Technical Director Major Musical	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	Orchestra Major Musical	10	1,983	2,073	2,163	2,253	2,343	2,433	2,523
	Pianist Major Musical	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	Choreographer Major Musical	5	1,081	1,171	1,262	1,352	1,442	1,532	1,622
	Elementary Public Performance K-5 (art, music & Phys Ed.)	0	270	315	360	406	451	496	541
15.	Building Technology Coordinator	25	4,686	4,776	4,866	4,956	5,046	5,137	5,227

16.	<u>F.A.C.E.T.S.</u>								
	Independent Study	1	360	451	541	631	721	811	901
	Teacher Directed Seminar	2	541	631	721	811	901	991	1,081
	Advanced Placement Class/Dual Enrollment Coursework/	4	901	991	1,081	1,171	1,262	1,352	1,442
	PSEO Classes (per year/per teacher)								
	Faculty Gifted Coordinator	23	4,326	4,416	4,506	4,596	4,686	4,776	4,866
17.	<u>Subject/Service Organization</u>								
	Family, Career & Community Leaders of America (FCCLA)	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	LEO Club Advisor	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	Librarian	18	3,424	3,514	3,605	3,695	3,785	3,875	3,965
18	<u>Teacher Mentors</u>								
	Program Coordinator	4	901	991	1,081	1,171	1,262	1,352	1,442
	Resident Educator Mentor	3	721	811	901	991	1,081	1,171	1,262
	Experienced Teacher	1	360	451	541	631	721	811	901
19.	<u>Project Facilitator</u>	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
	Credit Flexibility Facilitator								
20	<u>Guard Instructors</u>								
	Winter Guard - High School	9	1,802	1,892	1,983	2,073	2,163	2,253	2,343
	Asst. Winter Guard - High School	5	1,081	1,171	1,262	1,352	1,442	1,532	1,622
	Winter Guard - Middle School	4	901	991	1,081	1,171	1,262	1,352	1,442

5.04D SCHEDULE "D" - ATHLETIC RESPONSIBILITIES (Beginning 2001-2002 count experience for High School and Middle School Level - with verification from District Treasurer).

1.	<u>Football</u>								
	Head FB High School	44	8,110	8,200	8,291	8,381	8,471	8,561	8,651
	Asst. FB High School	24	4,506	4,596	4,686	4,776	4,866	4,956	5,046
	Head FB Middle School - (1 per Grade)	16	3,064	3,154	3,244	3,334	3,424	3,514	3,605
	Asst. FB Middle School	13	2,523	2,613	2,703	2,794	2,884	2,974	3,064
2.	<u>Basketball</u>								
	Head BK High School - Boys	43	7,930	8,020	8,110	8,200	8,291	8,381	8,471
	Asst. BK High School	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Head BK High School - Girls	43	7,930	8,020	8,110	8,200	8,291	8,381	8,471
	Asst. BK High School	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Head BK Middle Schools - Boys	16	3,064	3,154	3,244	3,334	3,424	3,514	3,605
	Head BK Middle Schools - Girls	16	3,064	3,154	3,244	3,334	3,424	3,514	3,605

3.	<u>Wrestling</u>								
	Head WR High School	43	7,930	8,020	8,110	8,200	8,291	8,381	8,471
	Asst. WR High School	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Head WR Middle School	16	3,064	3,154	3,244	3,334	3,424	3,514	3,605
	Asst. WR Middle School	13	2,523	2,613	2,703	2,794	2,884	2,974	3,064
4.	<u>Track</u>								
	Head TR High Schools - Boys	29	5,407	5,497	5,587	5,677	5,767	5,857	5,948
	Head TR High Schools - Girls	29	5,407	5,497	5,587	5,677	5,767	5,857	5,948
	Asst. TR High School	16	3,064	3,154	3,244	3,334	3,424	3,514	3,605
	Head TR Middle Schools - Boys	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
	Head TR Middle Schools - Girls	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
	Asst. TR Middle School	13	2,523	2,613	2,703	2,794	2,884	2,974	3,064
5.	<u>Soccer</u>								
	Head Soccer - Boys	23	4,326	4,416	4,506	4,596	4,686	4,776	4,866
	Head Soccer - Girls	23	4,326	4,416	4,506	4,596	4,686	4,776	4,866
	Asst. Soccer	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
6.	<u>Baseball</u>								
	Head BS High School	23	4,326	4,416	4,506	4,596	4,686	4,776	4,866
	Asst. BS High School	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
	Position Coach (or Freshman Asst. Coach)	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
7.	<u>Softball</u>								
	Head Softball	23	4,326	4,416	4,506	4,596	4,686	4,776	4,866
	Asst. Softball	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
	Position Coach	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	Softball Coach - Middle School	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
8.	<u>Cross County</u>								
	Head CC	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Asst. CC	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
	MS. CC	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
9.	<u>Golf</u>								
	Head Golf - Boys	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Head Golf - Girls	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Asst. Golf - Boys	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
	Asst. Golf - Girls	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
10.	<u>Tennis</u>								
	Head TN - Boys	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Head TN - Girls	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Asst. TN	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
11.	<u>Volleyball</u>								
	Head VB - High School	29	5,407	5,497	5,587	5,677	5,767	5,857	5,948
	Asst. VB - High School	16	3,064	3,154	3,244	3,334	3,424	3,514	3,605
	Head VB - Middle School	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244

12.	<u>Bowling</u>								
	Head Coach	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Assistant Coach	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
13.	<u>Gymnastics</u>								
	Head Coach	22	4,145	4,235	4,326	4,416	4,506	4,596	4,686
	Asst. Coach	15	2,884	2,974	3,064	3,154	3,244	3,334	3,424
14.	<u>Intramurals</u>								
	High School - Boys (Per Sem.)	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	High School - Girls (Per Sem.)	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	Middle School - Boys (Per Sem.)	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
	Middle School - Girls (Per Sem.)	7	1,442	1,532	1,622	1,712	1,802	1,892	1,983
15.	Weight Room Coordinator	14	2,703	2,794	2,884	2,974	3,064	3,154	3,244
16.	Faculty Manager - (HS) - Falls	18	3,424	3,514	3,605	3,695	3,785	3,875	3,965
	Faculty Manager - (HS) - Winter	18	3,424	3,514	3,605	3,695	3,785	3,875	3,965
17.	Athletic Director (MS)	40	7,389	7,480	7,570	7,660	7,750	7,840	7,930
18.	Assigner of Athletic Officials	5	1,081	1,171	1,262	1,352	1,442	1,532	1,622

APPENDIX K

VERMILION LOCAL SCHOOLS TEACHERS' SALARY INDEX 2021-2022 BASE SALARY - \$36,226

Step	BACHELORS	BACH +18 GRAD HRS. OR 150 SEM HRS	BACH +30 GRAD HRS.	MASTERS	MASTERS+18 GRAD HRS.	MASTERS+30 GRAD HRS.	MASTER+45 GRAD HRS.	DOCTORATE
0	1.00000	1.08000	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000
1	1.08000	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000
2	1.13000	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000
3	1.18000	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000
4	1.23000	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000
5	1.28000	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000
6	1.33000	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000
7	1.38000	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000
8	1.43000	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000
9	1.48000	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000
10	1.53000	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000
11	1.58000	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000
12	1.63000	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000
13	1.68000	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000
14	1.73000	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000
15	1.78000	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000	2.13000
16	1.83000	1.88000	1.93000	1.98000	2.03000	2.08000	2.13000	2.18000
17	1.83000	1.93000	1.98000	2.03000	2.08000	2.13000	2.18000	2.23000
18	1.83000	1.93000	2.03000	2.08000	2.13000	2.18000	2.23000	2.28000
19	1.83000	1.93000	2.03000	2.13000	2.18000	2.23000	2.28000	2.33000
20	1.83000	1.93000	2.03000	2.13000	2.23000	2.28000	2.33000	2.38000
21	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.38000	2.43000
22	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.43000	2.48000
23	1.83000	1.93000	2.03000	2.13000	2.23000	2.33000	2.43000	2.53000

VERMILION LOCAL SCHOOLS
TEACHERS' SALARY SCHEDULES
2021-2022
BASE SALARY - \$36,226

Step	BACHELORS	BACH +18 GRAD HRS. OR 150 SEM HRS	BACH +30 GRAD HRS.	MASTERS	MASTERS+18 GRAD HRS.	MASTERS+30 GRAD HRS.	MASTER+45 GRAD HRS.	DOCTORATE
0	36,226	39,124	40,935	42,747	44,558	46,369	48,181	49,992
1	39,124	40,935	42,747	44,558	46,369	48,181	49,992	51,803
2	40,935	42,747	44,558	46,369	48,181	49,992	51,803	53,614
3	42,747	44,558	46,369	48,181	49,992	51,803	53,614	55,426
4	44,558	46,369	48,181	49,992	51,803	53,614	55,426	57,237
5	46,369	48,181	49,992	51,803	53,614	55,426	57,237	59,048
6	48,181	49,992	51,803	53,614	55,426	57,237	59,048	60,860
7	49,992	51,803	53,614	55,426	57,237	59,048	60,860	62,671
8	51,803	53,614	55,426	57,237	59,048	60,860	62,671	64,482
9	53,614	55,426	57,237	59,048	60,860	62,671	64,482	66,294
10	55,426	57,237	59,048	60,860	62,671	64,482	66,294	68,105
11	57,237	59,048	60,860	62,671	64,482	66,294	68,105	69,916
12	59,048	60,860	62,671	64,482	66,294	68,105	69,916	71,727
13	60,860	62,671	64,482	66,294	68,105	69,916	71,727	73,539
14	62,671	64,482	66,294	68,105	69,916	71,727	73,539	75,350
15	64,482	66,294	68,105	69,916	71,727	73,539	75,350	77,161
16	66,294	68,105	69,916	71,727	73,539	75,350	77,161	78,973
17	66,294	69,916	71,727	73,539	75,350	77,161	78,973	80,784
18	66,294	69,916	73,539	75,350	77,161	78,973	80,784	82,595
19	66,294	69,916	73,539	77,161	78,973	80,784	82,595	84,407
20	66,294	69,916	73,539	77,161	80,784	82,595	84,407	86,218
21	66,294	69,916	73,539	77,161	80,784	84,407	86,218	88,029
22	66,294	69,916	73,539	77,161	80,784	84,407	88,029	89,840
23	66,294	69,916	73,539	77,161	80,784	84,407	88,029	91,652

VERMILION LOCAL SCHOOLS
 Supplementals/Levels/Step Amounts
 2021-2022

5.05B SCHEDULE "B" - EXTENDED TIME WILL BE PAID ON A PER DIEM BASIS

5.05C SCHEDULE "C" - CO-CURRICULAR AND ADDITIONAL DUTIES

	<u>Level</u>	<u>Step 0</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>	<u>Step 4</u>	<u>Step 5</u>	<u>Step 6</u>
1. <u>Cheerleader Advisor</u>								
H.S.-W.R/FB/BK (Per Sport)	11	2,176	2,267	2,357	2,448	2,539	2,629	2,720
Asst. H.S.-WR/FB/BK (Per Sport)	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
Head SMS Cheerleader Advisor (per year)	17	3,264	3,355	3,445	3,536	3,627	3,717	3,808
Asst. SMS Cheerleader Advisor (per year)	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
2. <u>Publications</u>								
Newspaper - H.S.	9	1,813	1,904	1,995	2,085	2,176	2,267	2,357
Yearbook	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
Newspapers - SMS	4	907	997	1,088	1,179	1,269	1,360	1,451
Broadcast Journalism VHS	10	1,995	2,085	2,176	2,267	2,357	2,448	2,539
3. <u>Department Heads</u>								
Includes Library and Guidance PREK-12	13	2,539	2,629	2,720	2,811	2,901	2,992	3,083
4. Team Leaders K-8	12	2,357	2,448	2,539	2,629	2,720	2,811	2,901
5. <u>Class Advisors</u>								
Senior	26	4,896	4,987	5,077	5,168	5,259	5,349	5,440
Asst. Senior Class Advisor	12	2,357	2,448	2,539	2,629	2,720	2,811	2,901
Junior	4	907	997	1,088	1,179	1,269	1,360	1,451
Sophomore	4	907	997	1,088	1,179	1,269	1,360	1,451
Freshman	4	907	997	1,088	1,179	1,269	1,360	1,451
6. <u>Student Council Advisors</u>								
Student Council Advisor - SMS	6	1,269	1,360	1,451	1,541	1,632	1,723	1,813
Student Council Advisor - HS	24	4,533	4,624	4,715	4,805	4,896	4,987	5,077
8th Grade Class Advisor	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
Student Council Advisor - VES	6	1,269	1,360	1,451	1,541	1,632	1,723	1,813
7. <u>Class Trip Advisor</u>								
Class Trip Advisor	3	725	816	907	997	1,088	1,179	1,269
Overnight Class Trip	0	272	317	363	408	453	499	544
Instructional Chaperone								
8. <u>Club Advisors</u>								
F.T.A.	4	907	997	1,088	1,179	1,269	1,360	1,451
Chess	4	907	997	1,088	1,179	1,269	1,360	1,451
SMS Service Club Advisor	5	1,088	1,179	1,269	1,360	1,451	1,541	1,632
VHS Sailor Pride Advisor	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
Educational Fair Coordinator	5	1,088	1,179	1,269	1,360	1,451	1,541	1,632
Science Olympiad Advisor	5	1,088	1,179	1,269	1,360	1,451	1,541	1,632
HS Art Club	9	1,813	1,904	1,995	2,085	2,176	2,267	2,357
MS Art Club	9	1,813	1,904	1,995	2,085	2,176	2,267	2,357

9.	N.H.S. Advisor	8	1,632	1,723	1,813	1,904	1,995	2,085	2,176
10.	Ski Club Director (VHS & SMS)	6	1,269	1,360	1,451	1,541	1,632	1,723	1,813
	Asst. Ski Club Advisor	1	363	453	544	635	725	816	907
11.	Drama Director	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Asst. Drama Advisor (VHS)	11	2,176	2,267	2,357	2,448	2,539	2,629	2,720
	Asst. Drama Club Advisor (SMS)	11	2,176	2,267	2,357	2,448	2,539	2,629	2,720
12.	<u>Team Advisors</u>								
	Academic Challenge Advisor, VHS & SMS	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
	Model UN Advisor	4	907	997	1,088	1,179	1,269	1,360	1,451
	Debate Team Advisor	18	3,445	3,536	3,627	3,717	3,808	3,899	3,989
	Assistant Debate Advisor	9	1,813	1,904	1,995	2,085	2,176	2,267	2,357
	Mock Trial Advisor	10	1,995	2,085	2,176	2,267	2,357	2,448	2,539
13.	Friday Suspension	10	1,995	2,085	2,176	2,267	2,357	2,448	2,539
14.	<u>Music Activities</u>								
	Marching Band	29	5,440	5,531	5,621	5,712	5,803	5,893	5,984
	Asst. Marching Band (1 position)	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
	HS Marching Band Percussion Instructor	8	1,632	1,723	1,813	1,904	1,995	2,085	2,176
	Pep Band	6	1,269	1,360	1,451	1,541	1,632	1,723	1,813
	H.S. Performing Choirs	10	1,995	2,085	2,176	2,267	2,357	2,448	2,539
	H.S. Accompanist	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	M.S. Performing Choir	0	272	317	363	408	453	499	544
	H.S. Performing Band	10	1,995	2,085	2,176	2,267	2,357	2,448	2,539
	M.S. Performing Band	1	363	453	544	635	725	816	907
	H.S. Sailor Jazz	6	1,269	1,360	1,451	1,541	1,632	1,723	1,813
	Soundsation	6	1,269	1,360	1,451	1,541	1,632	1,723	1,813
	H.S. Majorette Advisor	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	M.S. Majorette Advisor	4	907	997	1,088	1,179	1,269	1,360	1,451
	H.S. Flag Corps Advisor	9	1,813	1,904	1,995	2,085	2,176	2,267	2,357
	Asst. H.S. Flag Corps Advisor	5	1,088	1,179	1,269	1,360	1,451	1,541	1,632
	M.S. Flag Corps Advisor	4	907	997	1,088	1,179	1,269	1,360	1,451
	Producer Major Musical	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	Dramatic Director Major Musical	12	2,357	2,448	2,539	2,629	2,720	2,811	2,901
	Asst. Director Major Musical	9	1,813	1,904	1,995	2,085	2,176	2,267	2,357
	Technical Director Major Musical	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	Orchestra Major Musical	10	1,995	2,085	2,176	2,267	2,357	2,448	2,539
	Pianist Major Musical	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	Choreographer Major Musical	5	1,088	1,179	1,269	1,360	1,451	1,541	1,632
	Elementary Public Performance K-5 (art, music & Phys Ed.)	0	272	317	363	408	453	499	544
15.	Building Technology Coordinator	25	4,715	4,805	4,896	4,987	5,077	5,168	5,259

16.	<u>F.A.C.E.T.S.</u>								
	Independent Study	1	363	453	544	635	725	816	907
	Teacher Directed Seminar	2	544	635	725	816	907	997	1,088
	Advanced Placement Class/Dual Enrollment Coursework/ PSEO Classes (per year/per teacher)	4	907	997	1,088	1,179	1,269	1,360	1,451
	Faculty Gifted Coordinator	23	4,352	4,443	4,533	4,624	4,715	4,805	4,896
17.	<u>Subject/Service Organization</u>								
	Family, Career & Community Leaders of America (FCCLA)	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	LEO Club Advisor	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	Librarian	18	3,445	3,536	3,627	3,717	3,808	3,899	3,989
18	<u>Teacher Mentors</u>								
	Program Coordinator	4	907	997	1,088	1,179	1,269	1,360	1,451
	Resident Educator Mentor	3	725	816	907	997	1,088	1,179	1,269
	Experienced Teacher	1	363	453	544	635	725	816	907
19.	<u>Project Facilitator</u>	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
	Credit Flexibility Facilitator								
20	<u>Guard Instructors</u>								
	Winter Guard - High School	9	1,813	1,904	1,995	2,085	2,176	2,267	2,357
	Asst. Winter Guard - High School	5	1,088	1,179	1,269	1,360	1,451	1,541	1,632
	Winter Guard - Middle School	4	907	997	1,088	1,179	1,269	1,360	1,451

5.04D SCHEDULE "D" - ATHLETIC RESPONSIBILITIES (Beginning 2001-2002 count experience for High School and Middle School Level - with verification from District Treasurer).

		<u>Level</u>							
1.	<u>Football</u>								
	Head FB High School	44	8,160	8,251	8,341	8,432	8,523	8,613	8,704
	Asst. FB High School	24	4,533	4,624	4,715	4,805	4,896	4,987	5,077
	Head FB Middle School - (1 per Grade)	16	3,083	3,173	3,264	3,355	3,445	3,536	3,627
	Asst. FB Middle School	13	2,539	2,629	2,720	2,811	2,901	2,992	3,083
2.	<u>Basketball</u>								
	Head BK High School - Boys	43	7,979	8,069	8,160	8,251	8,341	8,432	8,523
	Asst. BK High School	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Head BK High School - Girls	43	7,979	8,069	8,160	8,251	8,341	8,432	8,523
	Asst. BK High School	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Head BK Middle Schools - Boys	16	3,083	3,173	3,264	3,355	3,445	3,536	3,627
	Head BK Middle Schools - Girls	16	3,083	3,173	3,264	3,355	3,445	3,536	3,627

3.	<u>Wrestling</u>								
	Head WR High School	43	7,979	8,069	8,160	8,251	8,341	8,432	8,523
	Asst. WR High School	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Head WR Middle School	16	3,083	3,173	3,264	3,355	3,445	3,536	3,627
	Asst. WR Middle School	13	2,539	2,629	2,720	2,811	2,901	2,992	3,083
4.	<u>Track</u>								
	Head TR High Schools - Boys	29	5,440	5,531	5,621	5,712	5,803	5,893	5,984
	Head TR High Schools - Girls	29	5,440	5,531	5,621	5,712	5,803	5,893	5,984
	Asst. TR High School	16	3,083	3,173	3,264	3,355	3,445	3,536	3,627
	Head TR Middle Schools - Boys	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
	Head TR Middle Schools - Girls	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
	Asst. TR Middle School	13	2,539	2,629	2,720	2,811	2,901	2,992	3,083
5.	<u>Soccer</u>								
	Head Soccer - Boys	23	4,352	4,443	4,533	4,624	4,715	4,805	4,896
	Head Soccer - Girls	23	4,352	4,443	4,533	4,624	4,715	4,805	4,896
	Asst. Soccer	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
6.	<u>Baseball</u>								
	Head BS High School	23	4,352	4,443	4,533	4,624	4,715	4,805	4,896
	Asst. BS High School	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
	Position Coach (or Freshman Asst. Coach)	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
7.	<u>Softball</u>								
	Head Softball	23	4,352	4,443	4,533	4,624	4,715	4,805	4,896
	Asst. Softball	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
	Position Coach	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	Softball Coach - Middle School	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
8.	<u>Cross County</u>								
	Head CC	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Asst. CC	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
	MS. CC	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
9.	<u>Golf</u>								
	Head Golf - Boys	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Head Golf - Girls	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Asst. Golf - Boys	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
	Asst. Golf - Girls	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
10.	<u>Tennis</u>								
	Head TN - Boys	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Head TN - Girls	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Asst. TN	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
11.	<u>Volleyball</u>								
	Head VB - High School	29	5,440	5,531	5,621	5,712	5,803	5,893	5,984
	Asst. VB - High School	16	3,083	3,173	3,264	3,355	3,445	3,536	3,627

	Head VB - Middle School	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
12.	<u>Bowling</u>								
	Head Coach	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Assistant Coach	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
13.	<u>Gymnastics</u>								
	Head Coach	22	4,171	4,261	4,352	4,443	4,533	4,624	4,715
	Asst. Coach	15	2,901	2,992	3,083	3,173	3,264	3,355	3,445
14.	<u>Intramurals</u>								
	High School - Boys (Per Sem.)	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	High School - Girls (Per Sem.)	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	Middle School - Boys (Per Sem.)	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
	Middle School - Girls (Per Sem.)	7	1,451	1,541	1,632	1,723	1,813	1,904	1,995
15.	Weight Room Coordinator	14	2,720	2,811	2,901	2,992	3,083	3,173	3,264
	Faculty Manager - (HS) -								
16.	Falls	18	3,445	3,536	3,627	3,717	3,808	3,899	3,989
	Faculty Manager - (HS) - Winter	18	3,445	3,536	3,627	3,717	3,808	3,899	3,989
17.	Athletic Director (MS)	40	7,435	7,525	7,616	7,707	7,797	7,888	7,979
18.	Assigner of Athletic Officials	5	1,088	1,179	1,269	1,360	1,451	1,541	1,632

**VERMILION LOCAL SCHOOLS
CO-CURRICULAR INDEX FOR
SCHEDULES "C" AND "D"
DUTY CLASSIFICATION**

A committee consisting of the Association President, Building Principal/Athletic Director, and the Superintendent can make additions, deletions or changes in levels on this schedule at any time during the life of this Contract. Additionally, this committee will make recommendations to the Board to suspend contracts during the term of each contract if necessary due to participation levels. Supplemental contracts will be suspended within the specific activity/sport by position title in the following order: (1) Non-certified personnel, (2) Certified personnel who do not hold teaching contracts in Vermilion, and (3) teachers employed by Vermilion. In the event of suspension of an activity/sport, pay will be prorated based on days worked.

The committee shall operate on majority rule and their decision shall be binding and not subject to the grievance procedure. The committee shall be convened at the request of any of its members. Any adjustment made to the level of a supplemental position shall take effect the following year.

When co-curricular vacancies occur, a Vermilion teacher, who is otherwise qualified, shall be hired. Unsatisfactory evaluation means you are not qualified.

The provisions of this Section supersede any contrary provisions of law.

5.06 – SCHEDULE E - CO-CURRICULAR INDEX

CREDIT YEARS EXPERIENCE

	0	1	2	3	4	5	6
0	0.0075	0.0088	0.0100	0.0113	0.0125	0.0138	0.0150
1	0.0100	0.0125	0.0150	0.0175	0.0200	0.0225	0.0250
2	0.0150	0.0175	0.0200	0.0225	0.0250	0.0275	0.0300
3	0.0200	0.0225	0.0250	0.0275	0.0300	0.0325	0.0350
4	0.0250	0.0275	0.0300	0.0325	0.0350	0.0375	0.0400
5	0.0300	0.0325	0.0350	0.0375	0.0400	0.0425	0.0450
6	0.0350	0.0375	0.0400	0.0425	0.0450	0.0475	0.0500
7	0.0400	0.0425	0.0450	0.0475	0.0500	0.0525	0.0550
8	0.0450	0.0475	0.0500	0.0525	0.0550	0.0575	0.0600
9	0.0500	0.0525	0.0550	0.0575	0.0600	0.0625	0.0650
10	0.0550	0.0575	0.0600	0.0625	0.0650	0.0675	0.0700
11	0.0600	0.0625	0.0650	0.0675	0.0700	0.0725	0.0750
12	0.0650	0.0675	0.0700	0.0725	0.0750	0.0775	0.0800
13	0.0700	0.0725	0.0750	0.0775	0.0800	0.0825	0.0850
14	0.0750	0.0775	0.0800	0.0825	0.0850	0.0875	0.0900
15	0.0800	0.0825	0.0850	0.0875	0.0900	0.0925	0.0950
16	0.0850	0.0875	0.0900	0.0925	0.0950	0.0975	0.1000

APPENDIX L (continued)

17	0.0900	0.0925	0.0950	0.0975	0.1000	0.1025	0.1050
18	0.0950	0.0975	0.1000	0.1025	0.1050	0.1075	0.1100
19	0.1000	0.1025	0.1050	0.1075	0.1100	0.1125	0.1150
20	0.1050	0.1075	0.1100	0.1125	0.1150	0.1175	0.1200
21	0.1100	0.1125	0.1150	0.1175	0.1200	0.1225	0.1250
22	0.1150	0.1175	0.1200	0.1225	0.1250	0.1275	0.1300
23	0.1200	0.1225	0.1250	0.1275	0.1300	0.1325	0.1350
24	0.1250	0.1275	0.1300	0.1325	0.1350	0.1375	0.1400
25	0.1300	0.1325	0.1350	0.1375	0.1400	0.1425	0.1450
26	0.1350	0.1375	0.1400	0.1425	0.1450	0.1475	0.1500
27	0.1400	0.1425	0.1450	0.1475	0.1500	0.1525	0.1550
28	0.1450	0.1475	0.1500	0.1525	0.1550	0.1575	0.1600
29	0.1500	0.1525	0.1550	0.1575	0.1600	0.1625	0.1650
30	0.1550	0.1575	0.1600	0.1625	0.1650	0.1675	0.1700
31	0.1600	0.1625	0.1650	0.1675	0.1700	0.1725	0.1750
32	0.1650	0.1675	0.1700	0.1725	0.1750	0.1775	0.1800
33	0.1700	0.1725	0.1750	0.1775	0.1800	0.1825	0.1850
34	0.1750	0.1775	0.1800	0.1825	0.1850	0.1875	0.1900
35	0.1800	0.1825	0.1850	0.1875	0.1900	0.1925	0.1950
36	0.1850	0.1875	0.1900	0.1925	0.1950	0.1975	0.2000
37	0.1900	0.1925	0.1950	0.1975	0.2000	0.2025	0.2050
38	0.1950	0.1975	0.2000	0.2025	0.2050	0.2075	0.2100
39	0.2000	0.2025	0.2050	0.2075	0.2100	0.2125	0.2150
40	0.2050	0.2075	0.2100	0.2125	0.2150	0.2175	0.2200
41	0.2100	0.2125	0.2150	0.2175	0.2200	0.2225	0.2250
42	0.2150	0.2175	0.2200	0.2225	0.2250	0.2275	0.2300
43	0.2200	0.2225	0.2250	0.2275	0.2300	0.2325	0.2350
44	0.2250	0.2275	0.2300	0.2325	0.2350	0.2375	0.2400
45	0.2300	0.2325	0.2350	0.2375	0.2400	0.2425	0.2450
46	0.2350	0.2375	0.2400	0.2425	0.2450	0.2475	0.2500
47	0.2400	0.2425	0.2450	0.2475	0.2500	0.2525	0.2550
48	0.2450	0.2475	0.2500	0.2525	0.2550	0.2575	0.2600
49	0.2500	0.2525	0.2550	0.2575	0.2600	0.2625	0.2650
50	0.2550	0.2575	0.2600	0.2625	0.2650	0.2675	0.2700
51	0.2600	0.2625	0.2650	0.2675	0.2700	0.2725	0.2750
52	0.2650	0.2675	0.2700	0.2725	0.2750	0.2775	0.2800
53	0.2700	0.2725	0.2750	0.2775	0.2800	0.2825	0.2850
54	0.2750	0.2775	0.2800	0.2825	0.2850	0.2875	0.2900
55	0.2800	0.2825	0.2850	0.2875	0.2900	0.2925	0.2950
56	0.2850	0.2875	0.2900	0.2925	0.2950	0.2975	0.3000
57	0.2900	0.2925	0.2950	0.2975	0.3000	0.3025	0.3050
58	0.2950	0.2975	0.3000	0.3025	0.3050	0.3075	0.3100
59	0.3000	0.3025	0.3050	0.3075	0.3100	0.3125	0.3150
60	0.3050	0.3075	0.3100	0.3125	0.3150	0.3175	0.3200

Summary of Benefits and Coverage: What this Plan Covers & What You Pay For Covered Services
LERC : Plan 19 Premium Plan With Wellness

Coverage Period: 07/01/2019 - 06/30/2020
 Coverage for: Single or Family | Plan Type: PPO



The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information about the cost of this plan (called the premium) will be provided separately.

This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, call 800-540-2583. For general definitions of common terms, such as allowed amount, balance billing, coinsurance, copayment, deductible, provider, or other underlined terms see the Glossary. You can view the Glossary at MedMutual.com/SBC or call 800-540-2583 to request a copy.

Important Questions	Answers	Why This Matters:
What is the overall <u>deductible</u> ?	\$500/single, \$1,000/family Network \$1,500/single, \$3,000/family Non-Network	Generally, you must pay all of the costs from providers up to the <u>deductible</u> amount before this <u>plan</u> begins to pay. If you have other family members on the <u>plan</u> , each family member must meet their own individual <u>deductible</u> until the total amount of <u>deductible</u> expenses paid by all family members meets the overall family <u>deductible</u> .
Are there services covered before you meet your <u>deductible</u> ?	Yes. Certain <u>preventive care</u> and all services with <u>copayments</u> are covered and paid by the <u>plan</u> before you meet your <u>deductible</u> .	This <u>plan</u> covers some items and services even if you haven't yet met the <u>deductible</u> amount. But a <u>copayment</u> or <u>coinsurance</u> may apply. For example, this <u>plan</u> covers certain <u>preventive services</u> without <u>cost-sharing</u> and before you meet your <u>deductible</u> . See a list of covered <u>preventive services</u> at https://www.healthcare.gov/coverage/preventive-care-benefits/ .
Are there other <u>deductibles</u> for specific services?	No	You don't have to meet <u>deductibles</u> for specific services.
What is the <u>out-of-pocket limit</u> for this <u>plan</u> ?	Coinsurance Limit: \$1,500/single, \$3,000/family Network \$3,000/single, \$6,000/family Non-Network Out-of-pocket Limit: \$6,600/single, \$13,200/family Network Unlimited/single, Unlimited/family Non-Network	The <u>out-of-pocket limit</u> is the most you could pay in a year for covered services. If you have other family members in this <u>plan</u> , they have to meet their own <u>out-of-pocket limits</u> until the overall family <u>out-of-pocket limit</u> has been met.
What is not included in the <u>out-of-pocket limit</u> ?	<u>Premiums</u> , balance-billed charges and health care this <u>plan</u> doesn't cover.	Even though you pay these expenses, they don't count toward the <u>out-of-pocket limit</u> .
Will you pay less if you use a <u>network provider</u> ?	Yes, See MedMutual.com/SBC or call 800-540-2583 for a list of participating providers.	This <u>plan</u> uses a <u>provider network</u> . You will pay less if you use a <u>provider</u> in the <u>plan's network</u> . You will pay the most if you use an <u>out-of-network provider</u> , and you might receive a bill from a <u>provider</u> for the difference between the <u>provider's</u> charge and what your <u>plan</u> pays (<u>balance billing</u>). Be aware your <u>network provider</u> might use an <u>out-of-network provider</u> for some services (such as lab work). Check with your <u>provider</u> before you get services.

Do you need a <u>referral</u> to see a <u>specialist</u> ?	No	You can see the <u>specialist</u> you choose without a <u>referral</u> .
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All coinsurance costs shown in this chart are after your deductible has been met, if a deductible applies. Services with copayments are covered before you meet your deductible, unless otherwise specified.

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		a Network Provider (You will pay the least)	a Non-Network Provider (You will pay the most)	
If you visit a health care <u>provider's</u> office or clinic	Primary care visit to treat an injury or illness	\$25 copay/visit	40% <u>coinsurance</u>	None
	<u>Specialist</u> visit	\$40 copay/visit	40% <u>coinsurance</u>	None
	<u>Preventive care/ screening/ immunization</u>	No charge	50% <u>coinsurance</u>	You may have to pay for services that aren't <u>preventive</u> . Ask your <u>provider</u> if the services you need are <u>preventive</u> . Then check what your <u>plan</u> will pay for.
If you have a test	<u>Diagnostic test</u> (x-ray)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Diagnostic test</u> (blood work)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Imaging (CT/PET scans, MRIs)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If you have outpatient surgery	Facility fee (e.g., ambulatory surgery center)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Physician/surgeon fees (Outpatient)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If you need immediate medical attention	<u>Emergency room care</u>	\$100 copay/visit		None
	<u>Emergency medical transportation</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Urgent care</u>	\$40 copay/visit	40% <u>coinsurance</u>	None
If you have a hospital stay	Facility fee (e.g., hospital room)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Physician/ surgeon fee (inpatient)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If you need mental health, behavioral health, or substance abuse services	Outpatient services	Benefits paid based on corresponding medical	None	Outpatient services
	Inpatient services	Benefits paid based on corresponding medical	None	Inpatient services

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		a Network Provider (You will pay the least)	a Non-Network Provider (You will pay the most)	
If you are pregnant	Office visits	No charge	50% <u>coinsurance</u>	Cost sharing does not apply to certain <u>preventive services</u> . Depending on the type of services, copay, <u>coinsurance</u> or <u>deductible</u> may apply. Maternity care may include tests and services described elsewhere in the SBC (i.e. ultrasound).
	Childbirth/delivery professional services	10% <u>coinsurance</u>	40% <u>coinsurance</u>	
If you need help recovering or have other special health needs	Childbirth/delivery facility services	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Home health care	10% <u>coinsurance</u>	40% <u>coinsurance</u>	(40 visits per benefit period)
	<u>Rehabilitation services</u> (Physical Therapy)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Habilitation services</u> (Occupational Therapy)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Habilitation services</u> (Speech Therapy)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Skilled nursing care</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Durable medical equipment</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Hospice services</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If your child needs dental or eye care	Children's eye exam	No charge	50% <u>coinsurance</u>	None
	Children's glasses		Not Covered	Excluded Service
	Children's dental check-up		Not Covered	Excluded Service
If you need drugs to treat your illness or condition	Generic copay – retail Tier 1	\$10	Does Not Apply	Not all Prescriptions are covered. To determine if a drug is covered under your plan, log into your account at Caremark.com and use the <u>Check Drug Coverage and Cost</u> tool. You are required to use the Mail order service after 2 retail refills
	Generic copay – home delivery Tier 1	\$20	Does Not Apply	
	Preferred brand copay – retail Tier 2	\$25	Does Not Apply	
	Preferred brand copay – home delivery Tier 2	\$50	Does Not Apply	
	Non-Preferred brand copay – retail Tier 3	\$50	Does Not Apply	
	Non-Preferred brand copay–home delivery Tier 3	\$100	Does Not Apply	
	Specialty drugs – retail	\$60	Does Not Apply	
	Specialty drugs – home delivery	\$60	Does Not Apply	

More information about prescription drug coverage is available at www.caremark.com

Excluded Services & Other Covered Services:

Services Your Plan Generally Does NOT Cover (Check your policy or plan document for more information and a list of any other excluded services.)

- Acupuncture
- Children's dental check-up
- Children's glasses
- Cosmetic Surgery
- Dental Care (Adult)
- Hearing Aids
- Infertility Treatment
- Long-Term Care
- Non-emergency care when traveling outside the U.S.
- Routine Eye Care (Adult)
- Routine Foot Care
- Weight Loss Programs

Other Covered Services (Limitations may apply to these services. This isn't a complete list. Please see your plan document.)

- Bariatric Surgery
- Chiropractic Care
- Private-Duty Nursing

Your Rights to Continue Coverage: There are agencies that can help if you want to continue your coverage after it ends. The contact information for those agencies is: the Department of Labor's Employee Benefits Security Administration at 866-444-EBSA (3272) or dol.gov/ebsa/healthreform and the Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, at 877-267-2323 x61565 or cciio.cms.gov. Other coverage options may be available to you, including buying individual insurance coverage through the Health Insurance Marketplace. For more information about the Marketplace, visit HealthCare.gov or call 800-318-2596.

Your Grievance and Appeals Rights: There are agencies that can help if you have a complaint against your plan for a denial of a claim. This complaint is called a grievance or appeal. For more information about your rights, look at the explanation of benefits you will receive for that medical claim. Your plan documents also provide complete information to submit a claim, appeal, or a grievance for any reason to your plan. For more information about your rights, this notice, or assistance, contact: the Department of Labor's Employee Benefits Security Administration at 866-444-EBSA (3272) or dol.gov/ebsa/healthreform or your plan at 800-540-2583.

Does this plan provide Minimum Essential Coverage? Yes.

If you don't have Minimum Essential Coverage for a month, you'll have to make a payment when you file your tax return unless you qualify for an exemption from the requirement that you have health coverage for that month.

Does this plan meet Minimum Value Standards? Yes.

If your plan doesn't meet the Minimum Value Standards, you may be eligible for a premium tax credit to help you pay for a plan through the Marketplace.

-----To see examples of how this plan might cover costs for sample medical situations, see the next section-----

The coverage example numbers assume that the patient does not use an HRA or FSA. If you participate in an HRA or FSA and use it to pay for out-of-pocket expenses, then your costs may be lower.

About these Coverage Examples:

This is not a cost estimator. Treatments shown are just examples of how this plan might cover medical care. Your actual costs will be different depending on the actual care you receive, the prices your providers charge, and many other factors. Focus on the cost sharing amounts (deductibles, copayments and coinsurance) and excluded services under the plan. Use this information to compare the portion of costs you might pay under different health plans. Please note these coverage examples are based on self-only coverage.

Peg is having a baby (9 months of in-network pre-natal care and a hospital delivery)		Managing Joe's type 2 Diabetes (a year of routine in-network care of a well-controlled condition)		Mia's Simple Fracture (in-network emergency room visit and follow up care)	
• The <u>plan's</u> overall <u>deductible</u>	\$500	• The <u>plan's</u> overall <u>deductible</u>	\$500	• The <u>plan's</u> overall <u>deductible</u>	\$500
• <u>Specialist copay</u>	\$40	• <u>Specialist copay</u>	\$40	• <u>Specialist copay</u>	\$40
• Hospital (facility) <u>coinsurance</u>	10%	• Hospital (facility) <u>coinsurance</u>	10%	• Hospital (facility) <u>coinsurance</u>	10%
• Other <u>coinsurance</u>	10%	• Other <u>coinsurance</u>	10%	• Other <u>coinsurance</u>	10%
This EXAMPLE event includes services like: Specialist office visits (<i>prenatal care</i>) Childbirth/Delivery Professional Services Childbirth/Delivery Facility Services Diagnostic tests (<i>ultrasounds and blood work</i>) Specialist visit (<i>anesthesia</i>)		This EXAMPLE event includes services like: Primary care physician office visits (<i>including disease education</i>) Diagnostic tests (<i>blood work</i>) Prescription drugs Durable medical equipment (<i>glucose meter</i>)		This EXAMPLE event includes services like: Emergency room care (<i>including medical supplies</i>) Diagnostic test (<i>x-ray</i>) Durable medical equipment (<i>crutches</i>) Rehabilitation services (<i>physical therapy</i>)	
Total Example Cost	\$12,800	Total Example Cost	\$7,400	Total Example Cost	\$1,900
In this example, Peg would pay:		In this example, Joe would pay:		In this example, Mia would pay:	
Cost Sharing		Cost Sharing		Cost Sharing	
Deductibles	\$500	Deductibles	\$100	Deductibles	\$500
Copayments	\$0	Copayments	\$200	Copayments	\$200
Coinsurance	\$1,200	Coinsurance	\$0	Coinsurance	\$60
What isn't covered		What isn't covered		What isn't covered	
Limits or exclusions	\$100	Limits or exclusions	\$6,000	Limits or exclusions	\$0
The total Peg would pay is	\$1,800	The total Joe would pay is	\$6,300	The total Mia would pay is	\$760

Note: These numbers assume the patient does not participate in the plan's wellness program. If you participate in the plan's wellness program, you may be able to reduce your costs. For more information about the wellness program, please contact: 800-540-2583.

The plan would be responsible for the other costs of these EXAMPLE covered services.

Summary of Benefits and Coverage: What this Plan Covers & What You Pay For Covered Services
 LERC : Plan 18 Premium Plan Without Wellness

Coverage Period: 07/01/2019 - 06/30/2020
 Coverage for: Single or Family | Plan Type: PPO



The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information about the cost of this plan (called the premium) will be provided separately.

This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, call 800-540-2583. For general definitions of common terms, such as allowed amount, balance billing, coinsurance, copayment, deductible, provider, or other underlined terms see the Glossary. You can view the Glossary at MedMutual.com/SBC or call 800-540-2583 to request a copy.

Important Questions	Answers	Why This Matters:
What is the overall <u>deductible</u> ?	\$750/single, \$1,500/family Network \$1,500/single, \$3,000/family Non-Network	Generally, you must pay all of the costs from providers up to the <u>deductible</u> amount before this <u>plan</u> begins to pay. If you have other family members on the <u>plan</u> , each family member must meet their own individual <u>deductible</u> until the total amount of <u>deductible</u> expenses paid by all family members meets the overall family <u>deductible</u> .
Are there services covered before you meet your <u>deductible</u> ?	Yes. Certain <u>preventive care</u> and all services with <u>copayments</u> are covered and paid by the <u>plan</u> before you meet your <u>deductible</u> .	This <u>plan</u> covers some items and services even if you haven't yet met the <u>deductible</u> amount. But a <u>copayment</u> or <u>coinsurance</u> may apply. For example, this <u>plan</u> covers certain <u>preventive services</u> without <u>cost-sharing</u> and before you meet your <u>deductible</u> . See a list of covered <u>preventive services</u> at https://www.healthcare.gov/coverage/preventive-care-benefits/ .
Are there other <u>deductibles</u> for specific services?	No	You don't have to meet <u>deductibles</u> for specific services.
What is the <u>out-of-pocket limit</u> for this <u>plan</u> ?	Coinsurance Limit: \$1,500/single, \$3,000/family Network \$3,000/single, \$6,000/family Non-Network Out-of-pocket Limit: \$6,600/single, \$13,200/family Network Unlimited/single, Unlimited/family Non-Network	The <u>out-of-pocket limit</u> is the most you could pay in a year for covered services. If you have other family members in this <u>plan</u> , they have to meet their own <u>out-of-pocket limits</u> until the overall family <u>out-of-pocket limit</u> has been met.
What is not included in the <u>out-of-pocket limit</u> ?	<u>Premiums</u> , balance-billed charges and health care this <u>plan</u> doesn't cover.	Even though you pay these expenses, they don't count toward the <u>out-of-pocket limit</u> .
Will you pay less if you use a <u>network provider</u> ?	Yes. See MedMutual.com/SBC or call 800-540-2583 for a list of participating providers.	This <u>plan</u> uses a <u>provider network</u> . You will pay less if you use a <u>provider</u> in the <u>plan's network</u> . You will pay the most if you use an <u>out-of-network provider</u> , and you might receive a bill from a <u>provider</u> for the difference between the <u>provider's</u> charge and what your <u>plan</u> pays (<u>balance billing</u>). Be aware your <u>network provider</u> might use an <u>out-of-network provider</u> for some services (such as lab work). Check with your <u>provider</u> before you get services.

Do you need a <u>referral</u> to see a <u>specialist</u> ?	No	You can see the <u>specialist</u> you choose without a <u>referral</u> .
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All coinsurance costs shown in this chart are after your deductible has been met, if a deductible applies. Services with copayments are covered before you meet your deductible, unless otherwise specified.

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		a Network Provider (You will pay the least)	a Non-Network Provider (You will pay the most)	
If you visit a health care <u>provider's</u> office or clinic	Primary care visit to treat an injury or illness	\$25 copay/visit	40% <u>coinsurance</u>	None
	<u>Specialist</u> visit	\$40 copay/visit	40% <u>coinsurance</u>	None
	<u>Preventive care/ screening/ immunization</u>	No charge	50% <u>coinsurance</u>	You may have to pay for services that aren't <u>preventive</u> . Ask your <u>provider</u> if the services you need are <u>preventive</u> . Then check what your <u>plan</u> will pay for.
If you have a test	<u>Diagnostic test</u> (x-ray)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Diagnostic test</u> (blood work)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Imaging (CT/PET scans, MRIs)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If you have outpatient surgery	Facility fee (e.g., ambulatory surgery center)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Physician/surgeon fees (Outpatient)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If you need immediate medical attention	<u>Emergency room care</u>	\$100 copay/visit		None
	<u>Emergency medical transportation</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Urgent care</u>	\$40 copay/visit	40% <u>coinsurance</u>	None
If you have a hospital stay	Facility fee (e.g., hospital room)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Physician/ surgeon fee (inpatient)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If you need mental health, behavioral health, or substance abuse services	Outpatient services	Benefits paid based on corresponding medical benefits		None
	Inpatient services	Benefits paid based on corresponding medical benefits		None

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		a Network Provider (You will pay the least)	a Non-Network Provider (You will pay the most)	
If you are pregnant	Office visits	No charge	50% <u>coinsurance</u>	Cost sharing does not apply to certain <u>preventive services</u> . Depending on the type of services, copay, <u>coinsurance</u> or <u>deductible</u> may apply. Maternity care may include tests and services described elsewhere in the SBC (i.e. ultrasound).
	Childbirth/delivery professional services	10% <u>coinsurance</u>	40% <u>coinsurance</u>	
If you need help recovering or have other special health needs	Childbirth/delivery facility services	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	Home health care	10% <u>coinsurance</u>	40% <u>coinsurance</u>	(40 visits per benefit period)
	<u>Rehabilitation services</u> (Physical Therapy)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Habilitation services</u> (Occupational Therapy)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Habilitation services</u> (Speech Therapy)	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Skilled nursing care</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Durable medical equipment</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
	<u>Hospice services</u>	10% <u>coinsurance</u>	40% <u>coinsurance</u>	None
If your child needs dental or eye care	Children's eye exam	No charge	50% <u>coinsurance</u>	None
	Children's glasses		Not Covered	Excluded Service
	Children's dental check-up		Not Covered	Excluded Service
If you need drugs to treat your illness or condition	Generic copay – retail Tier 1	\$10	Does Not Apply	Not all Prescriptions are covered. To determine if a drug is covered under your plan, log into your account at Caremark.com and use the <u>Check Drug Coverage and Cost</u> tool. You are required to use the Mail order service after 2 retail refills
	Generic copay – home delivery Tier 1	\$20	Does Not Apply	
	Preferred brand copay – retail Tier 2	\$25	Does Not Apply	
	Preferred brand copay – home delivery Tier 2	\$50	Does Not Apply	
	Non-Preferred brand copay – retail Tier 3	\$50	Does Not Apply	
	Non-Preferred brand copay–home delivery Tier 3	\$100	Does Not Apply	
	Specialty drugs – retail	\$60	Does Not Apply	
	Specialty drugs – home delivery	\$60	Does Not Apply	

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Excluded Services & Other Covered Services:

Services Your Plan Generally Does NOT Cover (Check your policy or plan document for more information and a list of any other excluded services.)

- Acupuncture
- Children's dental check-up
- Children's glasses
- Cosmetic Surgery
- Dental Care (Adult)
- Hearing Aids
- Infertility Treatment
- Long-Term Care
- Non-emergency care when traveling outside the U.S.
- Routine Eye Care (Adult)
- Routine Foot Care
- Weight Loss Programs

Other Covered Services (Limitations may apply to these services. This isn't a complete list. Please see your plan document.)

- Bariatric Surgery
- Chiropractic Care
- Private-Duty Nursing

Your Rights to Continue Coverage: There are agencies that can help if you want to continue your coverage after it ends. The contact information for those agencies is: the Department of Labor's Employee Benefits Security Administration at 866-444-EBSA (3272) or dol.gov/ebsa/healthreform and the Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, at 877-267-2323 x61565 or cciio.cms.gov. Other coverage options may be available to you, including buying individual insurance coverage through the Health Insurance Marketplace. For more information about the Marketplace, visit HealthCare.gov or call 800-318-2596.

Your Grievance and Appeals Rights: There are agencies that can help if you have a complaint against your plan for a denial of a claim. This complaint is called a grievance or appeal. For more information about your rights, look at the explanation of benefits you will receive for that medical claim. Your plan documents also provide complete information to submit a claim, appeal, or a grievance for any reason to your plan. For more information about your rights, this notice, or assistance, contact: the Department of Labor's Employee Benefits Security Administration at 866-444-EBSA (3272) or dol.gov/ebsa/healthreform or your plan at 800-540-2583.

Does this plan provide Minimum Essential Coverage? Yes.

If you don't have Minimum Essential Coverage for a month, you'll have to make a payment when you file your tax return unless you qualify for an exemption from the requirement that you have health coverage for that month.

Does this plan meet Minimum Value Standards? Yes.

If your plan doesn't meet the Minimum Value Standards, you may be eligible for a premium tax credit to help you pay for a plan through the Marketplace.

-----To see examples of how this plan might cover costs for sample medical situations, see the next section-----

The coverage example numbers assume that the patient does not use an HRA or FSA. If you participate in an HRA or FSA and use it to pay for out-of-pocket expenses, then your costs may be lower.

About these Coverage Examples:

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Peg is having a baby (9 months of in-network pre-natal care and a hospital delivery)		Managing Joe's type 2 Diabetes (a year of routine in-network care of a well-controlled condition)		Mia's Simple Fracture (in-network emergency room visit and follow up care)	
• The <u>plan's</u> overall <u>deductible</u>	\$750	• The <u>plan's</u> overall <u>deductible</u>	\$750	• The <u>plan's</u> overall <u>deductible</u>	\$750
• <u>Specialist copay</u>	\$40	• <u>Specialist copay</u>	\$40	• <u>Specialist copay</u>	\$40
• Hospital (facility) <u>coinsurance</u>	10%	• Hospital (facility) <u>coinsurance</u>	10%	• Hospital (facility) <u>coinsurance</u>	10%
• Other <u>coinsurance</u>	10%	• Other <u>coinsurance</u>	10%	• Other <u>coinsurance</u>	10%
This EXAMPLE event includes services like: Specialist office visits (<i>prenatal care</i>) Childbirth/Delivery Professional Services Childbirth/Delivery Facility Services Diagnostic tests (<i>ultrasounds and blood work</i>) Specialist visit (<i>anesthesia</i>)		This EXAMPLE event includes services like: Primary care physician office visits (<i>including disease education</i>) Diagnostic tests (<i>blood work</i>) Prescription drugs Durable medical equipment (<i>glucose meter</i>)		This EXAMPLE event includes services like: Emergency room care (<i>including medical supplies</i>) Diagnostic test (<i>x-ray</i>) Durable medical equipment (<i>crutches</i>) Rehabilitation services (<i>physical therapy</i>)	
Total Example Cost	\$12,800	Total Example Cost	\$7,400	Total Example Cost	\$1,900
In this example, Peg would pay: <i>Cost Sharing</i>		In this example, Joe would pay: <i>Cost Sharing</i>		In this example, Mia would pay: <i>Cost Sharing</i>	
Deductibles	\$750	Deductibles	\$100	Deductibles	\$750
Copayments	\$0	Copayments	\$200	Copayments	\$200
Coinsurance	\$1,200	Coinsurance	\$0	Coinsurance	\$40
<i>What isn't covered</i>		<i>What isn't covered</i>		<i>What isn't covered</i>	
Limits or exclusions	\$100	Limits or exclusions	\$6,000	Limits or exclusions	\$0
The total Peg would pay is	\$2,050	The total Joe would pay is	\$6,300	The total Mia would pay is	\$990

Note: These numbers assume the patient does not participate in the plan's wellness program. If you participate in the plan's wellness program, you may be able to reduce your costs. For more information about the wellness program, please contact: 800-540-2583.

The plan would be responsible for the other costs of these EXAMPLE covered services.

Pre-Observation Planning and Lesson Reflection Resource Questions

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

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING (Standard 4: Instruction)

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

ASSESSMENT DATA (Standard 3: Assessment)

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

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS

(Standard 1: Students / Standard 2: Content / Standard 4: Instruction)

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

KNOWLEDGE OF STUDENTS (Standard 1: Students)

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

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY (Standard 2: Content / Standard 4: Instruction)

- How will the goals for learning be communicated to students?
- What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?
- What strategies will be used to make sure all students achieve lesson goals?
- How will content-specific concepts, assumptions, and skills be taught?

DIFFERENTIATION (Standard 1: Students / Standard 4: Instruction)

- How will the instructional strategies address all students' learning needs?
- How will the lesson engage and challenge students of all levels?
- How will developmental gaps be addressed?

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

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

CLASSROOM ENVIRONMENT

(Standard 1: Students / Standard 5: Learning Environment)

- How will the environment support all students?
- How will different grouping strategies be used?
- How will safety in the classroom be ensured?
- How will respect for all be modeled and taught?

ASSESSMENT OF STUDENT LEARNING

(Standard 3: Assessment)

- How will you check for understanding during the lesson?
- What specific products or demonstrations will assess student learning/achievement of goals for instruction?
- How will you ensure that students understand how they are doing and support students' self-assessment?
- How will you use assessment data to inform your next steps?

PROFESSIONAL RESPONSIBILITIES

COLLABORATION AND COMMUNICATION (Standard 6)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional growth?

Ohio Teacher Evaluation System

Pre- and Post-Conference Questions

Pre-Conference Planning:

- The evaluator and teacher discuss what the evaluator will observe during classroom visit.

Information to consider:

1. Lesson or unit objective(s):
2. Prior learning experiences of the students:
3. Characteristics of the learners/learning environment.
4. Instructional strategies that will be used to meet the lesson objectives.
5. Student activities and materials.
6. Differentiation bases on needs of students.
7. Assessment (data) collected to demonstrate student learning (formative & summative).

Questions you might ask the evaluator:

- 1.
- 2.
- 3.

Post Conference Planning

- The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.
- Record 3 reflective questions you would ask the teacher aligned to the area of reinforcement.
 - 1.
 - 2.
 - 3.
- Record 3 reflective questions you would ask the teacher aligned to the area of refinement.
 - 1.
 - 2.
 - 3.

Four Key Elements of the Instructional Post-Conference

Conducting the Post-Conference: To be discussed at Day 3 Training prior to conducting the post-conference

1. Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question
 - "How do you think the lesson went?"
2. Reinforcing the Teacher
 - Identify an area of Reinforcement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
3. Refining the Teacher's Skill:
 - Identify an area of Refinement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
 - Give a recommendation for future practice
 -
4. Present evidence and rating connected to the rubric

Classroom Walkthroughs / Informal Observation

An informal observation/ classroom walkthrough is a:

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Process for giving targeted evidenced-based feedback to teachers; and
- Means for principals to visit classrooms more frequently and more purposefully.

An informal observation/ classroom walkthrough is not a(n):

- Formal observation;
- “Gotcha” opportunity for supervisors or evaluators;
- Isolated event; or
- Shortcut to the observation protocol required as part of the teacher evaluation process.

Classroom walkthroughs/ Informal observations, as part of the teacher evaluation system, may be general in nature or focused on observing a specific aspect of teacher performance. Summary data collected through a series of walkthroughs along with evidence documented through formal observations will come together to inform the teachers’ summative performance rating: *ineffective, developing, skilled or accomplished*.

Guidelines for Informal Classroom Observations

Informally Observe All Teachers

All teachers benefit from informal classroom observations. Informal observations should last from 15 to 20 minutes; therefore, conduct only as many observations in a day as you can follow up with on either the same or next day. Teachers need and deserve some type of immediate feedback.

Informally Observe As Often As You Can

The principal’s presence in the classroom sends a positive message to teachers: *the principal cares*. Including informal classroom observation as a school-wide initiative requires consistency and frequency. Find times in the day to observe teachers at varying times of the day: *for most teachers, what occurs in the morning is much different than what occurs in the afternoon*.

Focusing on One or Two Areas

Although there may be no predetermined focus established (because of no pre-conference), find a focus based on the instruction, events or discussions that are occurring in the classroom. A focus may also occur based upon past conferences and the need for follow up observations.

Make Time to Follow Up

Follow-up communication to informal classroom observations is a critical component. Follow-up will often be in writing but the evaluator should extend to the teacher an invitation to discuss any comments provided face-to-face. The evaluator may also offer resources to help teachers refine their practice.

Teacher Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to a specific focus the teacher and evaluator may be working on.

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes frequencies, distributions and other counts or tallies. For example, the observer could use a checklist to tally how many questions were asked of children in the front row or children who had their hands raised versus not. The evaluator might also chart the types of questions asked (higher versus lower levels). Qualitative data can include scripted notes detailing patterns of activities, vocabulary used, and events observed. In both cases accuracy is essential to ensure the credibility of the process and the evaluator.

Informal Observation: General Form

Teacher Name: _____ Grade(s)/Subject Area(s): _____ Date: _____

Evaluator Name: _____ Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS	
<input type="checkbox"/> Instruction is developmentally appropriate	<input type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input type="checkbox"/> Content presented is accurate and grade appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lesson to real-life applications	<input type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature: _____

☐ Photocopy to Teacher

Informal Observation: Open-Ended Form

Teacher Name: _____ Grade(s)/Subject Area(s): _____ Date: _____

Evaluator Name: _____ Time Walkthrough Begins: _____ Time Walkthrough Ends: _____

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature: _____

☐ Photocopy to Teacher

Ohio Teacher Evaluation System

Final Summative Rating

Final Summative Rating of Teacher Effectiveness

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

☐

Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.

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

APPENDIX R

Ohio Teacher Evaluation System

Teacher Performance Evaluation Rubric

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

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

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

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
INSTRUCTION AND ASSESSMENT	LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) <i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations	A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.	Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.	Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.	Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.
	Evidence				
	DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.	The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.	The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.	The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.
	Evidence				
	RESOURCES (Standard 2: Content; Standard 4: Instruction) <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 student's learning styles/needs or actively engage them in learning.	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
	Evidence		108		

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

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

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

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 makes below expected academic growth with his/her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

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

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

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

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

Improvement Plan (continued)**Section 3: Specific Plan of Action**

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

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

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

--

Date for this Improvement Plan to Be Evaluated: _____

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

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

Improvement Plan

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.

Self-Assessment Summary Tool – Optional for OTES.

Name _____

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

	Standard	Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Knowledge of content Use of content-specific instructional strategies to teach concepts and skills Knowledge of school and district curriculum priorities and Ohio academic content standards Relationship of knowledge within the discipline to other content areas Connection of content to life experiences and career opportunities 			
Standard 3: Assessment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Alignment to school and district priorities and Ohio academic content standards Use of student information to plan and deliver instruction Communication of clear learning goals Application of knowledge of how students learn to instructional design and delivery Differentiation of instruction to support learning needs of all students Use of activities to promote independence and problem-solving Use of varied resources to support learner needs 			
Standard 5: Learning Environment	<ul style="list-style-type: none"> Fair and equitable treatment of all students Creation of a safe learning environment Use of strategies to motivate students to work productively and assume responsibility for learning Creation of learning situations for independent and collaborative work Maintenance of an environment that is conducive to learning for all students 			
Standard 6: Collaboration & Communication	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Professional Growth Plan

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

☐

Self-Directed (those with above expected growth only)

☐

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.

Ohio School Counselor Evaluation System

Assessment of School Counselor Performance

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

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 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 does not deliver counseling, activities and/or experiences that promote student well-being.

Developing

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 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 attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.

Skilled

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 to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.

The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.

Accomplished

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 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 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

The school counselor does not monitor student performance and progress.

Developing

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.

Skilled

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.

Accomplished

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				

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				

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

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

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

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
--	----------	------------	-------------	----------------	-----------------	-------------

I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
---	----------	------------	-------------	----------------	-----------------	-------------

The school counseling program aligns with the school's goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
---	----------	-----------------	----------------	---------------	-------------------	-----------------

Standard Two Essential Question(s): Do I effectively provide direct services to meet the academic, college/career and social/emotional development needs of my students?

Curriculum Development: I possess the knowledge and skills to develop an effective school counseling core curriculum.

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

Improvement Plan

Improvement Plan

Written improvement plans are to be developed when a school counselor receives an overall Ineffective rating. In addition, districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

School Counselor Name:

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

Pre- and Post- Conference Questions

Pre-Observation Planning and Post-Observation Resource Questions

The following sample questions are intended to guide thinking and conversation. All questions will not apply to all observations. The purpose of the pre-observation conference and post-observation conference is to promote communication, understanding and reflection of professional practices.

Pre-Observation

- What are your goals for the school counseling program?
- What do you want to accomplish for the observation?
- How will you know if you accomplish your goals for the observation?
- How will your actions support the overall plan for the school counseling program?
- What could I observe you doing on a typical day?
- What is the rationale and context for what I will observe?
- What made you choose this particular activity?
- How will you prepare for the activity?
- What prior knowledge does the participant need to have for this activity?
- How can you get immediate feedback to make sure the participants understand the most important parts of your presentation?
- Discuss ways you meet the needs of students through individual planning.
- How will you help students develop skills for personal or social success?
- What collaboration might you have with colleagues in preparation for the observation?
- What might be some strategies for collaboration with colleagues inside and outside of your department?
- What outcome are you focused on?
- How do you plan to help students develop skills for academic success, career development, personal or social success?
- What data do you plan to collect that monitor's student progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

Post-Observation

- What do you feel was the strongest point of the observation? Why?
- To what extent do you think you accomplished your goals for the observation? How do you analyze and reflect on your work? In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data help improve student outcomes?
- After the observation, what will be your next steps?
- What would you most like to improve?
- What are some thoughts about providing responsive services to meet student needs?
- Discuss ways you could meet the needs of students through systems support.
- Discuss ways in which you can advocate for different groups of students.
- How can I as the evaluator help you reach your goals for the program?

Informal Observation: Open-Ended Form

School Counselor Name:

Activity Observed:

Date:

Evaluator Name:

Time Informal Observation Begins:

Time Informal Observation Ends:

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature

☐ Photocopy to School Counselor

Ohio School Counselor Evaluation System

Final Summative Rating

Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career and Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation and Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge and Growth				
Metrics of Student Outcomes				
Area of reinforcement:		Area of refinement:		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐

Check here if Improvement Plan has been recommended.

School Counselor Signature _____

Date _____

Evaluator Signature _____

Date _____

Ohio School Counselor Evaluation System**Planning for the Post-Observation Conference****Post Conference Planning**

The goal for the conference leader is to cognitively coach the school counselor through the use of reflective questions. Record three reflective questions you would ask the school counselor that align with the area of reinforcement.

- 1.
- 2.
- 3.

Record three reflective questions you would ask the school counselor that align with the area of refinement.

- 1.
- 2.
- 3.

Four Key Elements of the Post-Conference**2. Introduction/Greeting/Establish Length:**

- Review conference process
- General impression question: "How do you think the activity went?"

5. Reinforcing the School Counselor:

- Identify an area of reinforcement (ONLY one area)
- Ask self-analysis question
- Provide evidence from notes

6. Refining the School Counselor's Skill:

- Identify an area of refinement (ONLY one area)
- Ask self-analysis question
- Provide evidence from notes
- Give a recommendation for future practice

Present evidence and rating connected to the rubric

Optional Form to Demonstrate a Positive Student Outcome Using Student Metrics

This section of the model outlines the possible process a school counselor and evaluator might follow to determine the metric(s) of student outcomes and demonstrate a positive student outcome for the Ohio School Counselor Evaluation System.

Step One: Identify Domain Focus Area(s):

Identify the student domain area(s) in the district, building, cohort, or grade level(s) based on needs.

Example: School counselor data from 2015-2016 showed that the incoming seventh grade cohort had on average the highest number of interpersonal student conflicts. Domain: Social/Emotional

Step Two: Identify Desired Student Outcome(s)

Based on identified focus areas of need (step one), develop student outcome goal(s).

Example: In 2016-2017, Smart Middle School data will show a reduction in the average number of interpersonal student conflicts among the seventh grade cohort by April 2017.

Step Three: Determine the Metric(s) of Student Outcomes

Determine the measurement data to be used to demonstrate a change in student knowledge, skills or behavior.

*Example: Office Referrals (disaggregated to show the number of incidents of interpersonal conflict among seventh grade students).
Peer Mediation Log Data (disaggregated to show the number of interpersonal conflicts mediated among seventh grade students).
Survey data to show the number of students using mediation techniques to solve conflicts.*

Step Four: Relevant school counselor activities/interventions

Describe activities, lessons or interventions the school counselor will implement and monitor to achieve the desired student outcome(s).

Example: The school counselor will train peer mediators and hold weekly sessions to support positive peer relations among seventh grade students. The school counselor will design and distribute an online survey to seventh grade students to assess their knowledge and use of conflict resolution techniques at the beginning of the school year 2016-2017 and again in the spring.

Step Five: Monitoring

Over the course of the school year, monitor progress made on each metric of student outcomes.

Example: The school counselor reviews data in November 2016 and February 2017 to note changes. Additionally, school counselor collects informal data from the peer mediation weekly sessions in November 2016 and February 2017, and he or she reviews the peer mediation logs for trends and patterns.

Step Six: Analyze Results and Report Results

At the end of the evaluation process, determine the impact for each student outcome.

Example: 2015-2016 school counselor data revealed that on average the incoming seventh grade cohort had 12 interpersonal student conflicts per month; in April 2017 data revealed that the seventh grade cohort had seven interpersonal student conflicts per month. Informal data from the peer mediation weekly sessions revealed that students reported using peer mediation to solve interpersonal student conflicts more frequently. Survey data showed that seventh grade students increased both their knowledge and use of conflict resolution strategies during the year.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE VERMILION TEACHERS ASSOCIATION
AND
THE VERMILION LOCAL SCHOOL DISTRICT BOARD OF EDUCATION**

This Memorandum of Understanding is entered into this 17 day of March 2016, by and between the Vermilion Teachers Association (hereinafter referred to as the "Association") and the Vermilion Local School District Board of Education (hereinafter referred to as the "Board").

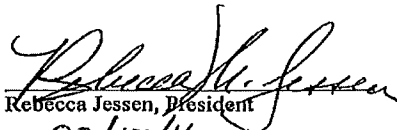
WHEREAS, the Association and the Board are currently parties to a collective bargaining agreement effective September 1, 2016 through August 31, 2019; and

WHEREAS, Article 26 of the collective bargaining agreement sets forth the evaluation procedures for OTES teachers through the Board's adopted standards-based teacher evaluation system; ~~employees and references the evaluation documents contained within the appendix;~~

NOW THEREFORE, the parties agree to the following:

1. The following positions shall have new evaluation rubrics piloted as developed in conjunction with the Evaluation Committee:
 - a. ~~Guidance Counselor~~
 - b. Speech Pathologist
 - c. Librarian/Media Specialist
 - d. Technology Coaches
 - e. Instructional Coaches
2. All other provisions within Article 26 shall remain the same.
3. At the completion of the pilot period, all rubrics found to be effective for use in the District as determined by the Evaluation Committee ~~a committee composed of the following: the Superintendent, the VTA President, and a person that has been evaluated under each rubric,~~ shall be adopted for use and included in the contract appendix during the next round of negotiations. Should a rubric be found ineffective, ~~by the aforementioned committee for use in the District,~~ the Evaluation Committee will find another rubric for that position and another year-long pilot of that rubric shall take place the following school year until adoption. Initial pilots shall take place during the 2016-2017 school year. Should a second rubric need to be piloted for a position(s), the pilot will take place during the 2017-2018 school year.
4. This constitutes the entire agreement between the Board and the Association regarding the issues outlined herein. There are no other written or verbal agreements, understandings or arrangements between the parties regarding the issues outlined herein. Any amendment to this MOU must be in writing and signed by both parties.

Vermilion Teachers Association


Rebecca Jessen, President
03/17/16

Vermilion Local School District Board
of Education


Phil Pempin, Superintendent