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KENSTON SCHOOLS

AGREEMENT

between the

KENSTON EDUCATION ASSOCIATION

and the

BOARD OF EDUCATION
FOR THE KENSTON LOCAL SCHOOLS

During the Period of

March 1, 2024 through February 28, 2027

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PREFACE

This agreement between the Kenston Local School District Board of Education (“Board”) and the Kenston Education Association (“K.E.A.” or “Association”) supersedes all previous agreements between the parties and shall remain in full force unless modified by a court decree or the written consent of the parties. Should a conflict exist or develop between any term of this Agreement and any Board policy, the term of this Agreement shall prevail.

ARTICLE I - RECOGNITION

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, and DFAs.

1. Recognition

The Board recognizes the K.E.A. as the exclusive bargaining representative for the bargaining unit. The bargaining unit shall include all regularly employed, salaried, full and part time certificated/licensed personnel and will be inclusive of the groups listed below:

a. Classroom teachers, librarians, guidance counselors, school psychologists, specialists, and others certified to teach in the state of Ohio (hereinafter referred to as employees)

b. Hourly certificate/licensed personnel

c. Substitute Leave Replacement Teacher (SLRT)

d. Tutors (Tutor)

e. English Language Learner Specialist (ELL)

f. Home Instruction Tutor (HITs) after sixty (60) consecutive days in a single home tutoring assignment

g. Designated For Assignment substitute (DFA)

All employees excluded from coverage under Chapter 4117 of the Ohio Revised Code, including all management level, supervisory personnel, Technology Director and Athletic Director shall be excluded from the bargaining unit.

Casual day-to-day substitute teachers who are called in on an as-needed basis are excluded from the bargaining unit.

Should the district elect to offer daycare programs, persons employed in such programs in a position requiring a teaching certificate/license shall be excluded from the bargaining unit.

2. Association Rights

a. The Association shall have the right to use school buildings in conformance with existing Board policy upon written request and approval from the office of the superintendent for meetings. No charge shall be made for the use of school

buildings unless special custodial assistance is required. Meetings shall not be held during the time that teachers are required to be in class or would conflict with any school program or activity.

b. Duly authorized representatives of the K.E.A. and its respective affiliates shall be permitted to transact official business on school property at all reasonable times and after checking in with the principal. The disturbance of a teacher who is in the process of conducting a class shall be strictly prohibited.

c. When it is necessary in order to administer this Agreement and/or to facilitate the processing of grievances, the President of the Association, the grievance chairperson of the Association, and/or the Association building representative directly involved with any such situation will be permitted to leave his or her building following the regular dismissal of students. This should not interfere with the fulfillment of the teacher's professional responsibilities, assistance to students, parent conferences and other similar activities.

d. The K.E.A. shall have, to the exclusion of any other teacher labor organization, the right to use teacher mailboxes, and the Board will also provide bulletin Board space to the K.E.A. in each building. The K.E.A. will also have the use of school copiers, typewriters, computer and e-mail systems and other equipment with permission from a building principal or the superintendent provided (1) such use does not interfere with school necessities, (2) the K.E.A. reimburses the Board for all material costs, and (3) the K.E.A. reimburses the Board for the cost of repairing any damage to such equipment beyond what would reasonably be expected as the result of normal wear and tear.

e. K.E.A. Leave – Teachers elected to represent the K.E.A. or chosen to serve in programs, or any official capacity at K.E.A. or affiliate meetings, conferences or conventions, shall be permitted to be absent without loss of pay not to exceed six (6) aggregate days per year exclusive of days required for negotiation of the Agreement. The maximum number of days available to any individual bargaining unit member shall be four (4). When K.E.A. leave is to be used by a bargaining unit member, the Association President will provide the superintendent prior written documentation for the leave.

f. Board Meetings – The Association shall be notified of all Board meetings. The Association will receive a copy of the agenda 24 hours prior to the Board of Education meeting. Any addendums or attachments for each Board meeting will be available as soon as possible, and the Association will receive a copy of the Board minutes of each meeting.

g. Orientation Meetings – The Association shall address new teachers at the new teacher orientation day.

h. The Board shall keep the Association informed and may seek the Association's input through the K.E.A. President in matters dealing with fiscal policy, budget or tax programs and construction programs. The Association shall be adequately represented in work concerned with the revision or formulation of educational policy, curriculum, new programs or projects involving certified/licensed personnel. The "Bylaws and Policies" are available on-line.

i. Members of the bargaining unit may have membership dues to professional organizations deducted from their paychecks by providing the Treasurer with a signed deduction authorization prior to September 25. If the authorization states that it is intended to be continuing in nature, it shall remain in effect unless it is revoked in writing; otherwise it shall remain in effect until September 25 of the immediately succeeding calendar year unless earlier revoked in writing. Deductions per school year will be made in ten (10) equal installments.

3. Management Rights

Except as expressly limited by the provisions of this Agreement, the Board reserves and retains all managerial rights and responsibilities vested in it by law including the right to determine matter of inherent managerial policy such as employer's functions and programs, standards of services, overall budget, utilization of technology, and organizational structure; the right to direct, supervise, evaluate or hire employees; the right to maintain and improve efficiency and effectiveness; the right to determine the overall methods, process, means or personnel by which Board operations are to be conducted; the right to suspend, discipline, demote or discharge for just cause, or layoff, transfer, assign, schedule, promote or retain employees; the right to determine the adequacy of the workforce; the right to determine the overall mission of the employer and to take actions to carry out said mission; and the right to effectively manage the work force.

ARTICLE II - DEFINITIONS

The terms DAYS, PER DIEM and FULL TIME do not apply to Tutors, ELLs, HITs, DFAs and SLRTs.

1. **Accredited Institutions** – those schools listed in the most recent edition of the annual Higher Education Directory published by Higher Education Publications, Inc.

2. **Bargaining Unit** – The bargaining unit also shall include certificated/licensed personnel paid on an hourly basis and employed as tutors. English Language Learners specialists ("ELL"), home instruction tutors (after sixty (60)) consecutive days in a single home tutoring assignment) ("HITs") as well as certificated/licensed personnel employed and paid on a per diem basis to take the place of members of the bargaining unit absent due to casual illness, long-term leaves of absence, or fulfillment of other professional responsibilities, (designated for assignment substitutes (DFAs)). Tutors, ELLs, HITs and DFAs must satisfactorily complete a probationary period of forty-five (45) school days. Such individuals are subject to dismissal at any time within that forty-five (45) day agreement or the completion of termination procedures under Revised Code Section 3319.16 and 3319.161. DFAs shall not be considered a member of the bargaining unit represented by the Association for purposes of Article XI(2) or Article XII(3). A DFA who replaces a teacher on a long-term leave of absence and who completes sixty consecutive school days or more in that single teaching assignment shall be deemed a "substitute leave replacement teacher" and, effective with the sixty-first consecutive day in said assignment, entitled to placement on the regular teacher salary schedule and the benefits of other provisions of this Agreement for the remainder of that school year. Should the district elect to offer preschool or daycare programs, persons employed in such programs in a position requiring a teaching certificate/license shall be excluded from the bargaining unit. (Such programs must be self-sufficient.)

3. **Days** – unless otherwise specified, "days" shall mean actual working days except during the summer recess when said term shall mean weekdays exclusive of holidays.

4. **Elementary School** – refers to schools which service grades kindergarten (K) through five (5). Teachers at this level must be certified/licensed for elementary grades and/or subjects.

5. **Full time** – full time refers to an employee that actually is employed on a full-time basis under a full time contract. Anything less than this will be regarded as part-time and will be paid the appropriate fractional portion of the day except that no employee shall be paid at a fractional rate greater than three-fourths (¾) but less than one (1).

6. **High School** – refers to the school which serves grades nine (9) through twelve (12) and includes teachers that must be certified/licensed for high school grades and subjects.

7. **Middle School** – refers to grades six (6) through eight (8). Teachers at this level must be certified/licensed for middle school grades and/or subjects.

8. **Per diem** – the employee's daily rate of pay determined by dividing the employee's salary from the current salary schedule by the number of contracted days in the school year.

9. **Professional Meeting Time** (non-teacher directed) – time set aside for collaboration and/or communication of a collegial/administrative/professional nature.

10. **Seniority** - length of continuous service with the Board, measured from the employee's first day worked.

11. **Student Day** - At the middle and high school levels, "student day" means the period from the tardy bell to the release bell. At the elementary school level, "student day" shall mean the time period from release to homeroom to release to busses for dismissal.

12. **Teacher Directed–Planning Time** – time used by teachers for developing and improving lessons, grading, test preparation and any other activity deemed necessary by teachers for classroom preparation.

13. **Transfer** - any change of grade assignment, building assignment, or subject assignment. In dual assignment situations, a transfer is a change from the predominant area of the assignment to some other area of assignment.

14. **Vacancy** - any permanent position the Board has elected to fill that is or will become available on or before the beginning of the next school year.

15. **Teacher Records Day** - teacher directed time for clerical and records type work.

ARTICLE III - NEGOTIATING PROCEDURE

Applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, DFAs.

1. Requests for Negotiations

a. If either party desires to open negotiations for a successor Agreement, it shall notify the other party in writing not sooner than one hundred and twenty (120) calendar days nor later than ninety (90) calendar days prior to the expiration date of this Agreement. Notification in writing from the Association shall be served on the superintendent and from the Board shall be served on the President of the K.E.A. The party giving notice shall also serve a copy of the written notice, together with a copy of this Agreement, to the State Employment Relations Board.

b. Within twenty (20) calendar days after receipt of such notice, but in no event later than seventy-five (75) calendar days prior to the expiration of this Agreement, an initial meeting will be held at which both parties will submit, in writing, their proposals and thereafter additional items shall not be submitted by either party unless the other party consents thereto.

c. Proposals shall specify in form and detail that to which agreement is sought to terms acceptable to the proponent without clarification or supplementation.

2. Negotiations Meetings

a. Meetings shall be scheduled at reasonable times, intervals, and places and shall avoid, as nearly as practical, conflict and interference with school and employment schedules.

b. Meeting shall be closed to the press and public.

c. Either party may recess for a caucus of a reasonable length at any time. Prior to the conclusion of any session, the parties shall agree upon a time and place for the next session.

3. Representation

Representation at negotiation meetings shall be limited to a maximum of five (5) representatives of the Board and a maximum of five (5) representatives of the K.E.A. In addition, each team may have up to two (2) observers at each meeting.

4. News Releases

Periodic progress reports may be issued during negotiations to the public provided any such news releases shall have the prior approval of both parties. Internal reports may be made at any time by either team to its constituents.

5. Agreement

a. Tentative agreement on negotiation items shall be reduced to writing and initialed by the representative of each party.

b. The final Agreement reached through negotiation containing all items shall be reduced to writing and submitted to the K.E.A. for secret ballot membership ratification vote. Upon approval by a simple majority of those voting, the Agreement shall be submitted to the Board for its action by no later than its next regularly scheduled meeting. If approved by both parties, the Agreement shall then be executed.

6. Impasse

If agreement is not reached within thirty (30) calendar days prior to the expiration of the contract, 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. By mutual written agreement, the parties may select a private mediator or mutually agree upon any other dispute settlement procedure at joint expense.

7. Exclusivity of Procedure

The negotiations 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. Paragraph (F) of this article constitutes the parties' mutually agreed upon 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.

8. Exchange of Information

Upon reasonable request, the Board will provide the K.E.A., at no cost, with all available public information, in such form as it exists, related to subjects of negotiation, and the K.E.A. will provide the Board, at no cost, with all available non-confidential information, in such form as it exists, related to subjects of negotiations.

ARTICLE IV - WORK DAY, WORK WEEK AND WORK YEAR

Applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, DFAs.

1. Work Day, Work Week and Work Year

a. All regularly scheduled work days shall begin no earlier than 7:10 a.m. and end no later than 4:00 p.m. Flexible work day schedules before 7:10 a.m. or after 4:00 p.m. may occur upon agreement of the teacher involved, KEA Executive Council and Kenston Board of Education.

b. The work day will not exceed seven (7) hours and twenty (20) minutes at all buildings. The standard weekly building schedule (start and end times for each day of the week) will be as follows: TES [8:10 – 3:30], KIS [8:00 – 3:20], KMS and KHS [7:10 – 2:30].

c. Professional Development/waiver days may be scheduled to start and end at times different than the standard weekly building schedule. Professional Development work days will be scheduled between 7:10 am and 4:00 pm not to exceed 7 hours and 20 minutes in duration. The Board of Education will notify KEA of the start and end times for all Professional Development days a minimum of 14 days prior to the first Professional Development Day of the year.

d. Teachers may be expected to attend one (1) faculty meeting per month beginning promptly at the end of the teacher work day and lasting no longer than 45 minutes and one (1) open house per school year unless excused for legitimate reasons.

e. Teachers shall attend one (1) open house per school year, not to exceed seventy-five (75) minutes in length. The high school with block scheduling may schedule a second open house when parent conference time is reduced the equivalent amount of time. Teachers who have travel duty shall be required to attend two (2) open houses. Parent conference time shall be reduced by the amount of time equivalent to the second open house.

f. The equivalent of two (2) full days will be used for parent conferences and open house(s) during which time the students will be dismissed. Parent conferences may be scheduled outside the standard weekly building schedule.

g. At the elementary level when two Parent Teacher Conference evening sessions occur in the same work week, Professional Meeting time for that week will revert to Teacher Directed Planning Time.

h. Members of the bargaining unit shall have a duty-free lunch period of no less than thirty (30) consecutive minutes per day exclusive of student passing time. To accommodate KHS Block Scheduling lunch periods may be twenty-five (25)

minutes in duration excluding passing time. Five (5) minutes shall be added to the affected teacher's planning time.

2. Teacher Directed Planning Time

a. Teacher directed planning time will be scheduled within the teacher day and will be exclusive of lunch periods, homeroom, passing time and after school dismissal. During planning time, teachers may leave the building for curricular or professional activities and emergency situations. Planning time will be scheduled with the following weekly minimum amounts: High School: 420 minutes; Middle School: 378 minutes; Elementary: 375 minutes.

b. Teachers will be guaranteed a minimum of thirty (30) minutes of teacher directed planning time within the student day. At the high school and middle school, blocks of less than 15 minutes shall not be counted as teacher directed planning time. At the elementary level, blocks of less than 20 minutes shall not be counted as teacher directed planning time.

c. At the request of the teacher, lost planning time at the elementary level due to teacher attendance at elementary student performances will be rescheduled by the administrator within a work week.

3. Professional Time

a. Professional Meeting Time (non-teacher directed) is time set aside for collaboration and/or communication of a collegial/ administrative/ professional nature.

b. Professional meeting time (non-teacher directed) will be a maximum of fifty (50) minutes per week at all buildings.

c. Professional meeting time may not be used for the assignment of duties or unpaid in-building substitutes.

4. Overload Pay

a. Overload pay for secondary teachers: Middle school and high school teachers shall be assigned a maximum of thirty (30) instructional periods per week or an equivalent amount of time (exclusive of lunch period, homeroom assignments, study hall assignments, and other student supervision periods). Where no reasonable alternative to the maximum pupil contact time can be arranged, the teacher will be compensated at the appropriate per diem rate. The formula for calculating the compensation for each period in excess of the norm shall be:

b. Teacher base pay from the salary schedule + (base salary, Step 0, level 1) ÷ 6 x period(s) beyond 6 periods. Prorated if less than one (1) year or one (1) period.

c. Overload pay for high school block schedule: Teacher base pay from salary schedule + (Base salary, Step 0, Level 1) ÷ 3 x block(s) beyond 3 blocks. Prorated if less than one (1) year or one (1) block.

d. Overload pay for elementary teachers: When no reasonable alternative to the maximum pupil contact time (1640 minutes) can be arranged, the teacher will be compensated at the appropriate per diem rate. The formula for calculating the compensation for each period in excess of the norm shall be:

e. Teacher base pay from the salary schedule (Base Salary, Step 0, Level 1) x 1/8 x number of class meeting times) = Teacher's total salary.

5. School Year

a. The school year shall consist of a maximum of one hundred eighty-five (185) days and shall include no fewer than five (5) teacher work days which shall be used as follows:

   i. Three (3) days prior to the start of the students' year

      1. Day 1 is a full-day teacher directed (no meetings).

      2. Day 2 is a full day of Professional Development and/or Administrative directed.

      3. Day 3 is one-half (½) teacher directed day (no meetings during this one-half (½) day) and one half (½) day administrative directed. Days 2 and 3 can be reversed or altered if needed.

   ii. One-half (1/2) day teacher records day at the end of the first (1st) quarter.

   iii. The last day of the first semester as a teacher records day at all grade levels.

   iv. One day (1) at the end of the third (3rd) quarter as teacher records/collaboration day. One half day will be used as a teacher records day and one half day will be Professional Development.

   v. Three and one-half (3 ½) hours scheduled between 7:30 a.m. and 3:30 p.m. on the last calendar day for clerical work.

b. Teachers who have a conflict with college coursework on the last teacher work day shall notify the building principal two weeks prior to the last teacher work day. The teacher shall arrange an alternate check-out day to be completed within five (5) days of the last teacher work day.

c. NEOEA Day shall be scheduled as a non-work, non-paid day, unless the school calendar is changed to first semester ending before winter break.

d. All regular school days shall be scheduled on weekdays. If school closures due to weather or other calamity conditions exceed eight (8) days, time lost to such calamity days may be rescheduled. The calendar days selected for rescheduling such instructional hours shall be determined by the Board.

e. No meetings shall be scheduled outside the contractual work day five (5) days prior to when report cards/grades are due.

f. Every effort will be made to balance the number of instructional hours by semester.

g. The building administration will present the building event calendar to the building leadership team for feedback prior to finalization.

h. All members of the bargaining unit shall receive a copy of the building calendar for the forthcoming year prior to the final teacher work day in each school year. That calendar must include at least times and dates for open house, conferences, and staff meetings.

i. A tentative copy of the Building Master Schedule will be provided to a building leadership team by the end of the first week of May.

6. Special Education

a. Any Intervention Specialists experiencing significant caseload issues, may request release time from his/her building administrator.

b. At the building level, special education teams will have a minimum of one monthly collaboration meeting, during the work day, as scheduled by the Special Education Director or Coordinator. If the Special Education Director determines a meeting is not necessary for any month, employees will be notified of the same.

c. Once per semester, K-12 special education personnel will meet to collaborate, during the work day, as scheduled by the Special Education Director or Coordinator.

7. Traveling Teachers

Traveling Teachers will be assured a minimum of ten (10) minutes between assignments in different buildings and these minutes will not count toward their total planning time for the week. The home school will be defined as the building in which the teacher spends the most time. The teacher will report to and follow the schedule of the home school in regard to preparation minutes, etc. However, traveling teachers will attend the staff meetings of the building in which they end their workday.

8. College Credit Plus Program (CCP)

a. CCP courses taught on-site taught on-site must be taught by bargaining unit members. When a CCP course is to be offered, the building principal will seek a credentialed volunteer to teach such course(s). If no credentialed teacher volunteers, the building principal may assign the necessary course(s). A single teacher may be assigned multiple sections of a CCP course. Any bargaining unit member teaching CCP courses shall be paid eight hundred dollars ($800.00) for that particular semester (regardless of the number of CCP classes being taught).

b. CCP courses shall be part of a teacher's course load.

c. The teacher who teaches a CCP course may be expected to attend any meetings or seminars offered by the higher education institution. If the teacher is directed to attend the meeting/seminar, professional leave will be provided if the event occurs on a school day.

d. CCP grades assigned by the teacher will not be changed by District personnel.

e. The evaluation of the CCP teacher by the partnering post-secondary educational institution will not be placed in that teacher's personnel file nor used as a part of the OTES process.

f. Non-CCP students may enroll in CCP classes so long as it would not require an additional preparation for the teacher.

ARTICLE V - TEACHER RIGHTS

Applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, DFAs.

1. Membership

All members of the bargaining unit shall have the right to join or not join any organization for their professional or economic improvement leading to the advancement of public education.

2. Agreement

Nothing in this Agreement shall prohibit any member of the bargaining unit from presenting his/her views or grievances which affect his/her status in the district to his/her principal, the superintendent, or, if neither of the foregoing results in satisfactory resolution, to the Board. However, private negotiations and/or agreements involving this Agreement and the subjects contained herein between an individual or group of individuals and the Board or administration are prohibited.

3. Grades

No grade given to a student by a member of the bargaining unit may be changed except for an error in calculation or if the grade is arbitrary; nor shall any grade be changed until after a conference with the teacher unless this is impossible.

4. Academic Freedom

It is the goal of the Board to educate students in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to instill appreciation of the values of individual personality. It is the practice of the administration to allow freedom of teaching and to encourage experimentation to accomplish the aforementioned. The teacher is responsible for exercising his/her judgment in selecting for discussion those relevant issues which he/she may deem of value to the maturity and understanding of the students involved. Any such selection(s) is subject to the possibility of administrative review. If the administrator determines that a portion of the subject matter being taught is inappropriate to the maturity and understanding of the students involved, the administrator shall so specify in writing and shall order the teacher to discontinue covering the subject matter. All sides of an argument are to be fairly presented and discussed, and when the teacher expresses personal opinion, it shall be identified as such.

5. Payroll Deduction Options

The Board shall provide all payroll deduction options currently available to the employees. The Board shall remit a check to the appropriate organization(s) for the total of the voluntary deductions along with a complete accounting showing the individuals for whom money is being remitted and the amount of the remittance for each individual as soon as it is reasonably possible after receipt thereof.

6. E-Mail Direct Deposit

All bargaining unit members shall receive salary payments via e-mail direct deposit.

7. Nondiscrimination

Neither the Board nor any of its individual members, the administration or any individual administrator, nor the K.E.A. or any of its members shall practice any discrimination on the basis of age, sex, color, national origin, religion, marital status or membership or non-membership in any professional organization and/or affiliates.

8. Pupil Discipline

a. Members of the bargaining unit have the authority to make emergency removals of students from curricular or extracurricular activities if the student's presence poses a continuing danger to persons or property or an on-going threat of disrupting the academic process or extracurricular activity.

b. To initiate an emergency removal, the employee will provide preliminary notice of the reason for the removal. If, following an emergency removal of a student by an employee from curricular or extracurricular activities under the employee's supervision, the principal elects to return a pupil prior to the expiration of twenty-four (24) hours, the employee shall be provided with written reasons for the reinstatement of the pupil. Employees who remove students from class will provide the administrator with details of the incident in writing as soon as practicable following removal. The employee shall receive a disposition in writing from the administrator.

c. In all cases of an alleged assault involving a student and employee, the employee shall receive, in writing, a notification of disciplinary action taken. If the employee requests an oral explanation of the reason(s) supporting the action, an oral explanation will be given.

ARTICLE VI - TEACHER-ADMINISTRATION LIAISON

Does not apply to DFA substitutes.

1. Building Councils

a. A school building council shall be established within each school building. This council shall consist of the building principal and staff members. The size and membership of the council shall be decided by October of each year by the faculty members at the first organizational meeting. The chairperson shall be elected by the council. Meetings will be held monthly.

b. The purpose of the council will be to provide a vehicle for communication among the staff members and the administrators of the school.

c. The superintendent shall be invited to attend a meeting when it is deemed necessary by the members of the council. The council will meet upon a request from the chairperson or upon a request from a majority of the members to discuss matters of mutual concern.

2. Special Education Transition Review

Prior to the end of the school year, the Special Education Director will coordinate a meeting regarding students with special needs transitioning buildings. These meetings will be held during the scheduled work day, and will include a representative from each building involved.

3. Textbooks, Supplies, Equipment and New Construction

a. Before a textbook is chosen for a particular teaching area, teachers in that teaching area must be consulted and at least the majority of these teachers be in agreement on that textbook. A textbook adoption may be recommended in each subject matter area at least once in each five (5) year period.

b. Before a budget is decided upon for each high school department or building at the elementary and middle school levels, all teachers in the department or building will be consulted to their needs. Such needs will be considered and notification of the total allotted expenditure with respect to each high school department or building will be made by not later than April 1 to the building council. Budgets shall indicate the amounts budgeted in each of the following categories:

    i. Instructional materials and supplies

    ii. Equipment – new and replacement

c. When new facilities are being planned, a committee will be set up consisting of the personnel who are going to use these facilities and architects designing those facilities. The exact makeup and number of members of this committee shall be decided by the administration and staff of the building affected at the time the new facility is in the planning stage. (The recommendations of this committee will be considered in the development of new building plans.)

d. The following procedures shall be followed relative to the implementation of budgets:

    i. Instructional materials or supplies – Teachers shall not be required to purchase instructional material, supplies or equipment from personal funds. Teachers who wish to purchase instructional materials or supplies which are not readily available in the district and who wish to be reimbursed shall submit a written estimate of cost and shall seek advance approval from the building principal. Approved expenditures shall be reimbursed.

    ii. Standard supplies – Procedures will be developed in each building to garner teacher input to assist in procuring supplies. If problems occur in the obtaining of standard supplies, the teacher shall notify the building principal.

    iii. Equipment – new and replacement – Teachers who wish to purchase equipment shall notify the building principal in writing of the needed equipment. Disapproval by the principal shall include a written reason to the teacher.

ARTICLE VII - ABSENCES AND LEAVES

Does not apply to DFA substitutes.

1. Paid Leaves

a. Sick Leave

i. Each member of the bargaining unit is entitled to fifteen (15) days of sick leave per school year credited at the rate of one and one-quarter (1 ¼) days for each completed month of service plus previous accumulation. Sick leave can be taken in the following amounts: 0.1, 0.25, 0.5, 0.75 or 1 whole. The 0.1 cannot be combined with any other amount and may only be used a maximum of 5 times per year. Sick leave accumulation shall be capped at three hundred twenty (320) days.

ii. If an employee exhausts accumulated sick leave, an advance of sick leave up to the total amount of leave that remains earnable during that school year, but in no event to exceed an advance of fifteen (15) days will be made. An employee who exhausts sick leave while under contract to the Board is entitled to medical leave of absence in accordance with the terms and conditions of Section 3319.13 Ohio Revised Code. All advance sick leave shall be repaid to the Board should any employee not return to work for any reason. An employee may be absent from regular duties because of personal illness for a period not to exceed his/her total number of days of accumulated and advanceable sick leave without loss of pay. Five (5) days, to be charged against subsequently earned sick leave, will be advanced to all new employees.

iii. In the event a member of the bargaining unit seeks to use sick leave due to the illness of a member of the immediate family as defined in Article VII (1)(a)(v)(2) the member may use no more than ten (10) weeks (Fifty (50) days) of paid sick leave in any school year for such purposes. Additional days may be granted with the agreement of the administration and the association.

iv. When the employee's attendance record shows an excessive and/or repetitive pattern of absenteeism, absence may be subject to administrative review and verification. In accordance with Ohio Revised Code 3319.141 falsification of a statement is grounds for suspension or termination of employment under Section 3319.16.

v. Reasons for sick leave:

1. Personal illness, injury, doctor appointment or pregnancy. Efforts should be made not to schedule doctor's appointments on key days (i.e. conference evenings, open house, field trips, professional development days…)

2. Personal illness or injury in the immediate family; "immediate" family is considered.

    a. Husband, wife

    b. Children (biological, foster, adoptive, step)

    c. Father, mother

    d. Father-in-law, mother-in-law

    e. Fiancé/fiancée

    f. Brothers, sisters (step)

    g. Other individual domiciled in the employee's household

    h. Any other relative if the relative is dependent for care upon the member of the bargaining unit, and no closer relative may reasonably be expected to perform this care.

3. Death in the immediate family; "immediate family" is considered:

    a. Husband, wife

    b. Fiancé/fiancée

    c. Children (biological, foster, adoptive, step)

    d. Father, mother (step)

    e. Brothers, sisters (step)

    f. Father-in-law, mother-in-law

    g. Brother-in-law, sister-in-law

    h. Grandparents

i. Grandchildren

j. Daughter/son-in-law

k. Niece/nephew

l. Aunt/Uncle

m. Other individual domiciled in the employee's household

4. Exposure to contagious disease which could be communicated to others.

b. Personal Leave

i. Each member of the bargaining unit shall be entitled to three (3) days of non-cumulative personal leave during each school year to be used in increments of at least one-quarter (1/4) day. The employee shall give his/her building principal at least twenty-four (24) hours advance notice of the leave unless precluded from doing so by an emergency.

ii. Personal days may be used on any day of the school year. Under the following circumstances, the employee must have prior approval of the principal/supervisor and the superintendent: If the day is before or after a holiday or vacation period; on the day prior to the first student day of the school year; on the day following the last student day of the school year. Personal leave may not be used for gainful employment

iii. Unused personal days will be converted to sick leave at the end of each school year.

c. Special Leave

i. All special leave, except emergency, must have prior approval of the principal/supervisor and the superintendent.

ii. One (1) day per year is granted to include funerals not covered by sick leave; mandatory court appearances; necessary legal or business matters that cannot be attended to after school hours, on Saturday or during vacation periods; religious holidays; unusual family obligations ("family" is defined as in Article VII(1)(a)(v)(2) such as adoptions, weddings and graduations over which the employee has no direct control; or an emergency situation which meets the approval of the principal/supervisor and the superintendent.

iii. Except for Rosh Hashanah or Yom Kippur or emergency situations (bad weather, power outages, car trouble….) personal leave shall be exhausted prior to the use of special leave. Special leave shall be approved for each of the reasons listed herein.

iv. Special leave is non-accumulative and is not deducted from sick leave and is used in increments of at least one-quarter (1/4) day.

d. Maternity Leave

i. Available sick leave may be used after childbirth for up to ten (10) calendar weeks from the delivery date, for the purpose of maternal (mother's) recuperation. Such time shall be indicated as FMLA leave as well. Absence days taken beyond said weeks will be considered child rearing leave without pay. (See also Article VII – Child Rearing Leave/Family and Medical leave of Absence.)

ii. Written notice of intention to take such maternity leave must be given to the superintendent, building principal and treasurer as soon as practical. The notice shall include the anticipated due date, sick leave balance, last day of work and return to work date.

iii. Please Note: An eligible employee may take up to twelve (12) consecutive work weeks of an unpaid leave (FMLA Leave) in a twelve (12) month period measured from the date the employee begins the FMLA leave for one or more of the following circumstances:

1. The birth of an employee's child and to care for the child

2. The placement of a child with an employee for adoption or foster care

3. To care for the spouse, child or parent of an employee when that family member has a serious health condition.

4. (See Article VII(2)(c) for complete FMLA details)

e. Sabbatical Leave – In accordance with Ohio Revised Code 3319.131 the following sabbatical leave provisions shall apply:

i. Any member of the bargaining unit who has completed five (5) consecutive years as a Kenston employee may be granted a leave of absence for professional improvement for up to one (1) full school year. No more than five percent (5%) of the professional staff will be granted such leave at any one time.

ii. Application for sabbatical leave for professional study, research, or professional improvement must be made at least sixty (60) days prior to the beginning of such requested leave. The application shall be presented to the superintendent. If sabbatical leave is requested for an effective date of the first day of the fall semester, all reasonable efforts shall be made by the employee to advise the administration of such request as early in the spring as possible. Applicant must be notified by the Board of the disposition within thirty (30) days of submission of the request. The application shall include an outline of the program of study or research to be pursued or the proposals for professional improvement.

iii. The applicant's plan shall meet all other requirements as established by a sabbatical leave committee.

iv. The sabbatical leave committee shall consist of three (3) members appointed by the K.E.A. and two (2) administrators appointed by the superintendent. The sabbatical leave committee shall be responsible for recommendations to the superintendent.

v. The superintendent will place before the Board at its next regularly scheduled meeting recommendations of the sabbatical leave committee for official Board action.

vi. It is intended that study and other proposals for professional improvements will involve the subject area or will lead to the completion of a degree in the member's field or area of professional service if such degree, either undergraduate or graduate, is not already held. Application for leave for travel will outline in detail the scope and nature of the travel, will make provision for an itinerary covering a minimum of four (4) months for one semester leave of eight (8) months for a year's leave, will show clearly how such travel will contribute directly to improve classroom instruction or improve professional services by the member, and shall give reasons why such travel may not be accomplished when schools are not in session or when the member is not on duty.

vii. Sabbatical leave for professional improvement will not be granted to any employee more often than once for every five (5) consecutive years of service nor will leave be granted a second time to the same individual when other members of the staff in sufficient numbers to fill the quota for the period have filed a request for, and are awaiting, such leave.

viii. The amount of pay which an employee may receive while on leave under the provisions of this section will equal the difference between his contract salary and that of his/her replacement during the year.

ix. Upon his/her return from leave, a member's salary will be the same as he would have received had the period of his leave been spent in the school system, and he will be returned to the same position that he held at the time said leave commenced giving credit for the year.

x. All members will, as a condition of approval for leave of absence for professional growth, sign a written agreement to return to service in the Kenston Local School District for a period of at least one (1) year immediately following satisfactory completion of the program for professional improvement within the specified period, or to refund to the Board all of the pay received during the period of leave. The refund requirement will not apply in case of the death of the member while on leave; in cases of illness or injury, the obligation will be deferred until the member can resume his/her employment. Refund of pay received on leave may also be required if the sabbatical leave committee judges that the member failed to complete satisfactorily the program of professional improvement, unless such failure was deemed beyond the control of the member.

f. Professional Leave

i. Any member of the bargaining unit may be granted leave of absence for professional improvement provided the principal so recommends, and the request is approved by the superintendent. Such leave is with full pay and a substitute provided. If no substitute is available, the leave may be canceled at no cost to the employee, including reimbursement of non-refundable expenses.

g. Jury Duty

i. The Board shall pay a member of the bargaining unit who serves on a jury the difference between the employee's regular compensation and the remuneration (without regard to reimbursed juror's expenses, if any) received by the employee for jury service.

2. Unpaid Leaves

a. Types of unpaid leave

i. Leave of Absence - Upon written application of a member of the bargaining unit with three (3) or more years of service in Kenston, the Board may grant such member an unpaid leave of absence of up to one (1) year's duration. The application shall be submitted thirty (30) days in advance of the first day of the leave. The leave may be renewed by the Board upon written request of the employee.

ii. Child Rearing Leave - Leave for purposes of child-rearing without pay will be granted at the request of a member of the bargaining unit. These provisions shall also apply to adoptive parents. The duration of such leave will be governed by the following factors:

1. The leave, whether for female or male, shall extend through the remainder of the school contract year (or for a shorter period at the request of the employee an approval of the superintendent) and, upon the request of the employee for an additional school year. The maximum time allowed for child rearing leave is two (2) years.

2. If the employee granted leave is on a limited contract, the contract shall be extended until the expiration of the leave; Ohio Revised Code Section 3319.11 will then apply with respect to any nonrenewal decision, and operation of this sentence will in no event increase or decrease the rights of the employee with respect to tenure. Pregnancy or parenthood shall not be grounds for termination or nonrenewal of an employee's contract; however, this leave does not exempt the employee from other non-renewal provisions. The provisions of this Agreement as set forth in the sections regarding reductions in force shall apply.

3. Individuals on child rearing leave shall notify the superintendent by letter of plans for the coming school year by March 15 preceding that school year, unless the leave begins subsequent to March 15, in which case the employee shall have until June 1 to notify the superintendent of his/her intentions for the coming school year. If notification is not received in a timely fashion (either March 15 or June 1, whichever applies), it will be assumed that the individual on leave does not want to return to employment with the Kenston Schools.

4. Notice of intention to take a child rearing leave of absence must be given as soon as practicable. If such notice is given and the reason for leave is materially altered by an unforeseen change in circumstances the employee will not be forced to take the leave. Leave will not be granted to begin when the child is more than six (6) months old except in special circumstances. In cases of adoption, where the adopted child is more than six (6) months old at the time the employee receives physical custody, leave will be granted if requested not later than one (1) week after receipt of custody.

5. An employee on unpaid child rearing leave of absence who notifies the superintendent of the desire to return to work shall resume the same contract status and shall be entitled to reinstatement preferably to the same position which he/she held prior to the leave, or if that position is no longer available or in existence, to as substantially an equivalent position as possible for which the employee holds valid, unexpired certification/licensure.

6. Sick leave for pregnancy shall be granted as needed.

b. Group Insurance While on Unpaid Leave of Absence

i. Any member of the bargaining unit on an unpaid leave of absence shall continue to have group insurance premiums paid by the Board in accordance with the provisions contained herein for the portion of the school year equivalent to the fraction obtained by dividing the number of days in the school year for which the employee has been paid by the total number of contractual working days in the school year. (For example: if the school year consists of one hundred eighty-four (184) workdays and the employee has been paid for ninety-two (92) days that school year, the employee would be entitled to six (6) months of group insurance premiums paid by the Board for that school year in accordance with the terms of this negotiated agreement.) However, any employee employed at the conclusion of a school year shall receive benefits through the conclusion of summer unless he/she is paid in full at his/her request prior to the conclusion of summer in which case benefits terminate at the time the employee is paid in full.

ii. Any employee who is not eligible for Board payment of group insurance premiums shall have the option of maintaining group insurance coverage by payment of the premium by the employee, providing the carrier permits this action. All checks shall be due in the office of the Board on the fifth (5th) of the month of actual coverage. If checks are not received by this date, coverage shall be terminated on the last day of the current month. It is the sole responsibility of the person on leave of absence to pay the payroll clerk of any responsibility if coverage should lapse.

iii. This provision shall apply to employees on leaves of absence as well as employees who are without their jobs as a result of reductions in staff but who are awaiting recall to available openings.

c. Family and Medical Leave of Absence

i. Eligibility

1. An eligible employee may take up to twelve (12) work weeks of an unpaid leave (FMLA Leave) in a twelve (12) month period measured from the date the employee begins the FMLA leave for one or more of the following circumstances:

    a. The birth of an employee's child and to care for the child;

    b. The placement of a child with an employee for adoption or foster care;

    c. To care for the spouse, child or parent of an employee when that family member has a serious health condition;

    d. A serious health condition that makes the employee unable to perform the essential functions of his or her job;

    e. Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty."

2. To be eligible for FMLA leave, employees must:

    a. Have been working for the Board for at leave twelve (12) months before the leave request (these do not need to be consecutive months) and

    b. Have worked at least 1,250 hours during the last twelve (12) months. Full time certificated/licensed employees employed for at least twelve (12) months are presumed to meet this requirement.

3. In cases in which the Board employs both the husband and wife, the total amount of FMLA leave is twelve (12) weeks for the couple for the birth or placement of a child.

4. This policy does not limit or enlarge entitlement to paid or unpaid leave or continuation of group insurance while on an unpaid leave of absence to which an employee is otherwise eligible under the negotiated agreement. However, if an

employee is entitled to and takes paid sick leave for any of the circumstances set forth in Article VII(a)(v), the leave will be treated as and counted against FMLA leave available under this article and the employee must comply with the requirements of this article. Use of FMLA leave under this article shall not diminish a teacher's entitlement to group insurance while on unpaid leave under Article VII.

5. A spouse is entitled to FMLA leave if needed to care for a pregnant spouse who is incapacitated or if needed to care for her during her prenatal care, or if needed to care for her following the birth of a child if she has a serious health condition.

ii. Notice

1. The employee shall provide the superintendent with no less than thirty (30) days prior written notice to take leave for the birth or placement of a child when the employee's need for leave is foreseeable. If the employee's need for leave is not foreseeable, written notice must be provided as far in advance as possible. Entitlement to leave for the birth or placement of a child expires twelve (12) months after the date of birth or placement.

2. Whenever the leave is necessitated by the serious health condition of the employee or his/her family member and is foreseeable based upon planned medical treatment, the employee shall provide the superintendent with no less than thirty (30) days prior written certification (FMLA Forms 12, 13, 14 or 15) issued by a healthcare provider to support his/her request for leave. If an employee requires intermittent leave as set forth below, the employee shall provide the superintendent with no less than thirty (30) days prior written certification (FMLA Form 14). If there is insufficient time to provide such notice because of the need for treatment, the employee shall provide notice as early as possible.

iii. Intermittent Leave and Reduced Work Schedule

1. When medically necessary, an employee may take intermittent FMLA leave or a reduced work schedule to care for a spouse, child or parent who has a serious health condition, or if the employee has a serious health condition. The employee shall make reasonable efforts to schedule

treatment so as not to unduly disrupt the regular operations of the Board.

2. However, where any employee employed principally in an instructional capacity requests intermittent leave or leave on a reduced work schedule for the purposes of a spouse, child, parent or the employee's own serious health condition, and where the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, such employee must elect either:

    a. To take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

    b. To transfer temporarily to an available alternative position (if any) offered by the Board for which the employee is qualified, and that

    c. Has equivalent pay and benefits; and

    d. The Board determines better accommodating recurring periods of leave than the regular employment position of the employee.

3. If any other employee requests intermittent leave or a reduced work schedule to care for the serious health condition of a family member or for the employee's own serious health condition, and the need for leave is foreseeable based on planned medical treatment, the Board may, in its discretion, temporarily transfer the employee to an available alternate position with equivalent pay and benefits if:

    a. The employee is qualified for the position and;

    b. The position better accommodates recurring periods of leave.

iv. Leave Near End of Semester

1. If an employee begins any FMLA leave more than five weeks prior to the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if:

a. The leave is of at least three (3) weeks duration, and

b. The return to employment would occur during the three (3) week period before the end of the semester.

2. If an employee begins FMLA leave for purpose of a birth or placement of a child or in order to care for a spouse, child or parent during the period that commences five weeks prior to the end of the semester, the Board may require the employee to continue taking FMLA leave until the end of the semester if:

    a. The FMLA leave is greater than two weeks duration, and

    b. The return to employment would occur during the two (2) week period before the end of the semester.

3. If an employee begins FMLA leave because of the birth or placement of a child or in order to care for a spouse, child or parent during the period that commences three (3) weeks prior to the end of the semester and the duration of the leave is greater than five (5) working days, the Board may require the employee to continue to take leave until the end of the semester.

v. Medical Opinion

1. The Board retains the right, if it has a reasonable doubt as to the validity of the medical certification, at its own expense, to require the employee to obtain the opinion of a second healthcare provider designated or approved by the Board. If the second opinion is in conflict with the first, the Board may require, at the Board's expense, that the employee obtain the opinion of a third health care provided who shall be mutually agreed upon by the employee and the Board. The third health care provider's opinion shall be final and binding regarding eligibility for an FMLA leave.

vi. Benefits

1. The Board shall maintain coverage under the group health plan for the duration of the FMLA leave at the level and under the conditions that would have been provided if the employee had continued to work and not taken leave. Payment of the employee's required contribution toward the premium must be

made by the first day of each month. The employee shall not accrue seniority, sick, vacation or personal leaves, or any other employment benefits during the leave period.

vii. Return to Work

1. When an employee is medically able to return to work after a serious health condition, he/she shall provide the Board with a statement from his/her healthcare provider (FMLA Form 15) that the employee is able to resume the job functions for his/her position.

2. At the end of an FMLA leave, the Board shall restore an employee within a reasonable time to the same position the employee held when the leave started or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment. No employee shall be entitled to any greater rights, benefits or employment beyond that to which the employee would have been entitled had the employee not taken FMLA leave.

3. Should an employee not return to work at the end of the FMLA leave for reasons other than the continuation, recurrence or onset of the serious health condition that gave rise to the leave or for circumstances beyond the employee's control, the employee shall reimburse the Board for the health insurance premiums paid by the Board during the FMLA leave period. An employee shall be required to support his/her claim of inability to return to work because of the continuation, recurrence or onset of the serious health condition. Certification (FMLA Form 12, 13 or 14) from the employee's health care provider shall be provided in a timely manner, and no later than thirty (30) days after the claimed inability to return.

viii. Construction

1. Any ambiguities in this article shall be construed to provide the basic coverage required by the Family and Medical Leave Act. All terms which are not defined in this article shall have the same meanings as those terms are defined in the Family Medical Leave Act.

ARTICLE VIII - WORKING CONDITIONS & PROFESSIONAL EXPECTATIONS

1. Working Conditions

Requirements involving parent teacher conferences, class size, and scoring state sponsored assessments do not apply to DFAs.

a. The Board recognizes the necessity of abiding by state and local codes pertaining to safety and health. It is their intention to provide adequate facilities for each staff member.

b. Employees will be provided with a separate lunch area.

c. Available computers and printers may be used by teachers for preparation of instructional materials. Duplicating machines, copying machines, and other materials will be available in each school for the use of teachers in preparing instructional materials.

d. The Board shall not require any member of the bargaining unit to assist any student in taking medicine, aiding in medical procedures or assisting in student bodily functions. Ohio Revised Code 3723.02 requires medical personnel to handle medical procedures. This section does not apply to the school nurse.

e. Not less than one (1) room, appropriately furnished, shall be reserved for use as a lounge for staff members. At least one lounge in each building will include a refrigerator.

f. Telephones for the use of the professional staff will be available in each building. The telephones will be in private locations.

g. Storage facilities in which employees may store instructional supplies shall be provided in each building. Upon the request of a teacher, a lockable storage facility will be provided sufficient for the teacher's reasonable personal belongings and supplies for which the teacher is held accountable.

h. Separate clean, well-lighted restroom facilities will be provided for the faculty in each building.

i. Each school will have a workroom reserved for the use of the staff and containing the equipment and supplies necessary to the preparation of instructional materials. Such equipment and supplies would include any material necessary to normal classroom operation.

j. A member of the bargaining unit who is required to collect student fees or make any other collection of monies for school related purposes as determined by the administration, shall exercise reasonable custodial care of such funds. No member of the bargaining unit shall be held liable for any loss of such funds unless the employee's actions, under the circumstances, demonstrate a reckless or negligent disregard of the Board's interests.

k. The Kenston Local School District strives to maintain class size below the state maximum standards. The Kenston Schools also recognizes the increased responsibility classroom teachers have with special needs students. Attempts will be made to support the classroom teacher in working with special needs students (i.e. lower class size, rotation of these responsibilities,etc.). The Kenston Schools will continue to take reasonable steps to deal with class size and special needs student issues that are consistent with its financial resources, facility capacity and enrollment patterns.

l. Teachers will be compensated for scoring student responses to any state/federally mandated instruments of assessment (diagnostic, proficiency, practice proficiency and achievement tests) pertaining to regular education. Pre-approved compensation for scoring such assessments outside of the school day will be paid at the curriculum rate.

2. Professional Expectations

Applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs (DFAs only adhere to a.).

a. The Board expects Kenston's faculty members to dress in a professional manner, including off-site professional meetings.
b. It's the teacher's responsibility to inform parents of the academic progress of their child within a reasonable amount of time. Teachers shall keep an accurate update of student progress in an online grade program.
c. Employees will not be expected to confer with parents except by appointment or during conference periods. However, employees are expected to respond to parent questions/requests via phone or email within a reasonable amount of time.
d. If it all possible, parent conferences should be arranged to not conflict with the teacher's instructional time. If that is not possible, release time will be provided and a substitute will be hired for coverage of the class. During conference, teachers will clarify class expectations and offer suggestions for improvement.
e. Teachers who wish to mail letters or any other correspondence to parents shall provide the school secretary with said correspondence for mailing.

ARTICLE IX - EVALUATION

A. EVALUATION OF TEACHERS/COUNSELORS

The Board and Association acknowledge that the overarching purposes of the evaluation system are to serve as a tool to advance professional development, to inform instruction, and to assist teachers/counselors and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.

Due Process - The evaluation process shall be conducted to protect the legal rights of the teacher

The District will utilize forms provided by the Ohio Department of Education, as found in Appendix B herein.

B. DEFINITION AND APPLICATION

1. "OTES" stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education. "OSCES" stands for the Ohio School Counselor Evaluation System as adopted by the Ohio State Board of Education.

2. For the purpose of the OTES-related section of this Article, the evaluation procedure contained herein applies to any person employed under a teacher license issued under RC Chapter 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spend at least 50% of the time employed providing student instruction.

3. Substitute teachers, long-term substitute teachers, and other teachers (bargaining unit members) not meeting the above definition is not subject to evaluation under this policy. Tutors and Related Service professionals (OT/PT/SLP) who have contact with students, but do not meet the definition for evaluation under this section shall be evaluated as defined in Article XXI, using the forms in Appendix B.

4. The Board shall not evaluate any bargaining unit member who has been board-approved for retirement before December 1 of the school year.

5. The Board shall not evaluate any bargaining unit member who has or will be on leave for fifty percent (50%) or more of the school year.

C. NOTIFICATION

Not later than September 15 of each year, or within ten (10) school days from the first date of employment in the case of a new teacher/counselor commencing employment during the school year, each teacher/counselor shall be notified in writing/email of the name of their evaluator. Beginning with the school year 2022-2023, the teacher will notify the evaluator of the High-Quality Student Data (HQSD) to be utilized in the evaluation ten (10) days in advance of their first pre-conference.

D. DEFINITION OF OBSERVATION AND EVALUATION

1. Except for teachers/counselors under consideration for non-renewal or those on extended limited contracts in accordance with Section F of this Article, an Evaluation shall consist of two (2) pre-observation meetings, two (2) observations, two (2) post-observation meetings, up to two (2) "informal observations" known as walkthroughs, and one (1) summary evaluation meeting, which may be combined with the final post-observation meeting. There shall be (1) one evaluation which must occur by May 1 with a written report by May 10.

2. A teacher's/counselor's performance shall be assessed based on criteria set forth in this Article and in the evaluation forms provided by the Ohio Department of Education included in the Appendix

3. No teacher/counselor shall be evaluated on his or her work performance except after fair and reasonable observations of the work performed.

4. No audio/visual recordings of teachers instructing or teaching through live streaming shall be used in the evaluation process. No observations shall be conducted electronically. The entire evaluation process shall be conducted in person in the school building setting.

5. No teacher shall be required to complete a self-assessment (OTES Self-Assessment Form)

E. EVALUATORS

1. The person responsible for assessing a teacher's performance is the building administrator (principal or assistant principal) employed full time by the district and holding the licenses set forth in O.R.C. §3319.01 or §3319.02. The Evaluator must be a certified OTES/OSCES evaluator.

F. OBSERVATIONS

1. Schedule of Observations

   Two (2) formal observations, one (1) holistic and one (1) focused, shall be conducted to support each evaluation. A formal observation shall last a minimum of thirty (30) continuous minutes. Block classes may be observed for a maximum of fifty (50) minutes. There shall be at least three (3) weeks, following the post-conference between formal observations for teachers on an improvement plan, and at least two (2) weeks, following the post-conference, between observations for all other teachers. If after the second formal observation a teacher's performance is found deficient to the extent that adverse personnel action may result, additional observations shall be conducted. The teacher will be notified at the 2nd Observation post-conference if an additional observation will take place.

2. Pre-Observation Meeting

   A pre-observation meeting will be held for each observation between three (3) and one (1) working day(s) prior to the observation in order for the teacher to explain plans and objectives for the class to be observed. The teacher is not required or expected to complete the OTES Pre-Conference discussion questions in writing. Pre-Conference Planning Questions are intended to serve as a guide for discussion between the evaluator and teacher.

3. Post-Observation Conference and Report

   A conference will be held with the teacher after each observation within ten (10) working days of the observation unless the evaluator or teacher is absent or another time is mutually agreed to in writing by the teacher and evaluator. The Post Conference Planning form will serve as a guide for the discussion. The teacher shall have access to the draft OTES observation document, found in OhioES a minimum of twenty-four (24) hours prior to the post-conference. Should the teacher/counselor disagree with the rankings on the observation rubric additional information/materials/evidence may be submitted to the evaluator within five (5) work days of the post-conference. The rankings may be changed accordingly.

4. Walkthroughs/Informal Observation

   a. A walkthrough is an informal observation and is conducted as follows:

      1. Classroom and Counselor walkthroughs shall not disrupt and/or interrupt the learning or counseling environment and will be less than

fifteen (15) consecutive minute(s) in duration. Observations of counselors will not be conducted when counselors are engaged in counseling activities with students that require confidentiality.

2. A copy of the walkthrough form including all scripted and/or anecdotal documents relative to the walkthrough will be given to the teacher/counselor within five (5) days of the walkthrough. The same format will be utilized district-wide. The teacher may request a conference following the walk-through.

3. There will be two (2) walkthroughs during a formal evaluation year.

   a. A teacher may request additional walkthroughs.

   b. Walkthroughs shall be conducted by the assigned evaluator.

4. A walkthrough/informal observation is a

   - Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
   - Method to allow evaluators the opportunity to gather additional evidence on identified focus area(s) to enhance teacher practice.
   - Process for giving targeted evidence-based feedback to teachers
   - A means for evaluators to visit classrooms more frequently and more purposefully.

5. Off -Year Observations

   a. Teachers/Counselors who were rated Developing in the most recent evaluation will remain on a full annual evaluation cycle (1 year). Teachers who were rated Skilled in the most recent evaluation will be formally evaluated every two (2) years, provided the teacher and evaluator jointly develop a Professional Growth Plan for the teacher, and the evaluator determines the teacher is making progress on that plan. Teachers with a final summative rating of Accomplished on the most recent evaluation will be evaluated every three (3) years, provided the teacher submits a self-directed Professional Growth Plan to the evaluator, and the evaluator determines the teacher is making progress on that plan. Counselors who received a final summative rating of Skilled on the most recent evaluation will be formally evaluated every two (2) years and Counselors who received a final summative rating of Accomplished shall be evaluated every three (3) years, so long as the metric of student outcomes for the most recent school year for which data is available for any such rated Counselor is Skilled or higher on the evaluation rubric.

b. In any year in which a teacher/counselor will not be formally evaluated, as a result of a previous rating of Skilled or Accomplished, the assigned evaluator shall conduct one (1) scheduled walkthrough observation based on one (1) of the two (2) focus areas chosen by the teacher. There will be one (1) post-observation conference, which shall include a discussion of progress on the teacher's Professional Growth Plan. The visit shall be a maximum of fifteen (15) minutes. The post-observation conference shall be in conformance with the provisions of this contract. The ODE form for Walkthrough Observation shall be utilized for the Observation. No additional paperwork, except to PGP development and submission addressed above shall be required of the teacher/counselor, other than to "pin" the observation into OhioES, if required by the Ohio Department of Education.

G. FINAL WRITTEN EVALUATION

1. All observations will be consolidated into the written report and shall be provided to the teacher/counselor through OhioES, and a conference shall be held between the teacher/counselor and evaluator. The "Teacher Performance Evaluation Rubric" will be used as the guide for the evaluator to complete their final evaluation. The teacher shall receive a draft of the final summative evaluation at least one school day prior to the final conference for discussion at the meeting.

2. The evaluation shall acknowledge the performance strengths of the teacher/counselor evaluated as well as performance deficiencies. The evaluator shall note all the information used to support the conclusions reached in the formal evaluation report. Such information must be accurate and supported. Evaluators should keep in mind the "Teacher Performance Rating Definitions" when finalizing the teacher's evaluation. Should the teacher/counselor disagree with the rankings on the evaluation additional evidence may be submitted to the evaluator of accomplishments and skills within five (5) days of the conference. The document and ratings shall be updated with evidence that supports the rubric.

3. The evaluation report shall be signed (electronically pinned) by the evaluator and subsequently by the teacher/counselor to verify that the teacher/counselor has been notified of the results of the final written evaluation.

4. The evaluation must occur by May 1 with a written report by May 10.

H. IMPROVEMENT PLAN

The Improvement Plan aims to identify specific deficiencies in performance and foster growth through professional development and targeted support. The Improvement Plan shall include specific areas for improvement based upon the *Ohio Standards for the Teaching Profession*. ODE forms will be used for the Improvement Plan.

1. Definitions

    a. Improvement Plan: A clearly articulated assistance program for a teacher/counselor whose performance on the Evaluation has been documented to be Ineffective by the evaluator.

    b. Resources: Those monetary, time, material, and human resources provided to a teacher/counselor on an Improvement Plan.

    c. Timeline: A minimum of a nine (9) week period of time given to the teacher to meet the requirements, target dates, and dates of review of the plan.

    d. Observable Outcomes: Means those data source/indicators of accomplishment: observations, artifacts, conversations by which the success of the Improvement Plan is determined.

2. Improvement Plan

    a. Teachers who receive a rating of Ineffective on the evaluation will be placed on an Improvement Plan. The evaluator will develop the Improvement Plan together with the teacher/counselor. The teacher/counselor may have representation at all meetings with the evaluator.

    b. The Improvement Plan, as outlined in this document, details:

        1. Specific**,** measurable performance expectations, resources, timelines for completion of objectives (not less than nine (9) weeks) and assistance to be provided.

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

        3. Professional indicators documented as ineffective through the

formal evaluation process will be the basis of the plan.

I. PROFESSIONAL GROWTH PLANS

1. By September 30, teachers/counselors with a rating of Accomplished will independently develop a self-directed Professional Growth Plan, with a minimum of two (2) goals.

2. By September 30, teachers/counselors with a rating of Skilled will jointly develop a Professional Growth Plan with the evaluator, with a minimum of two (2) goals

3. By September 30, teachers/counselors with a rating of Developing will develop a Professional Growth Plan that is guided by the assigned evaluator, with a minimum of two (2) goals. The plan will focus on specific areas identified in the observations/evaluation.

J. TEACHERS UNDER CONSIDERATION FOR NON-RENEWAL

1. Three (3) formal observations shall be performed according to the guidelines set forth in this Article for each teacher/counselor who is under consideration for non-renewal or who is working under an extended limited contract.

2. Observations and the final Summative Evaluation must be completed by May 1 and sent to the Superintendent. The building principal will meet with the teacher/counselor in person for notification of a recommendation of non-renewal no later than May 1.

3. The employee is entitled to KEA representation at all meetings.

4. The Board of Education shall notify any teacher being considered for non-renewal in writing by June 1.

K. HIGH--QUALITY STUDENT DATA

1. Evaluations will include two (2) measures of high-quality student data. When applicable to the grade level or subject area taught by the teacher, high-quality student data must include the value-added progress dimension and one (1) other measure of high-quality student data.

2. When utilizing vendor assessments to construct the HQSD, all related teaching, student, and other educational materials shall be purchased by the district and all affected staff shall be trained on utilization of the assessment program.

3. The teacher, on full cycle, will decide HQSD and will inform the evaluator ten (10) days prior to their first pre-conference.

4. If the evaluator and teacher/counselor disagree on the choice of HQSD, the Evaluation Committee (outlined in number 6 below) will examine the proposed HQSD and make a determination.

5. Standing Evaluation Committee:

    a. The committee will consist of up to four (4) administrators appointed by the Superintendent and up to four (4) teachers appointed by the KEA President. Members shall be representative of elementary, secondary, and specialty areas.

    b. The committee shall be chaired jointly by a member of the KEA and the administration.

    c. Committee decisions shall be achieved by consensus.

    d. The committee shall be responsible for evaluating and recommending the HQSD to be used in the evaluation of teachers.

    e. The Committee work will take place during release time during the school day or paid outside of school hours.

L. NON-OTES/OSCES EVALUATIONS

1. The following employees not included in the above evaluation model shall be evaluated with the form in Appendix B. These employees include, Tutors, Speech-Language Pathologists, Occupational therapists, Social Worker, School psychologists, Media specialists.

2. Purpose of Evaluation

    1. One evaluation shall occur by May 1 and with a final report by May 10.
    2. The provisions of Section F. 5a. shall be followed for the off-year evaluation cycle.

M. CONTINUING CONTRACT

1. Those members who will be eligible for continuing contract consideration during that school year must provide notice, either written or email of such eligibility to the office of the superintendent, the building principal, and the K.E.A. president by October 1st. Failure to provide the required notice in the time period described

above will mean that the teacher waives his/her eligibility for continuing contract consideration for one (1) school year. The intent of this language is not to eliminate continuing contracts from the Kenston Schools.

2. Those eligible and applying for continuing contract shall be formally observed three (3) times in the year of eligibility. The first observation must take place prior to November 1. The third observation must take place prior to April 1.

N. LEGAL

The parties agree that this Article, R.C. 3319.11 and R.C. 3319.111 shall control the evaluation and non-renewal procedures required to be followed by the administration. Teachers shall be permitted to litigate for violations of R.C.3319.11 and R.C. 3319.111 or will be permitted to file a grievance alleging statutory and contractual violations.

ARTICLE X - PERSONNEL FILES

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, DFAs.

1. Each member of the bargaining unit shall have the opportunity to review the contents of his/her official personnel file except for material supplied to the administration as confidential prior to employment. A representative of the association may, at the employee's request, accompany the employee in such a review or may review the file for an employee who is unable to be present if the employee so indicates in writing to the superintendent. An employee shall be entitled to a copy of any material except that supplied to the administration as confidential prior to his/her employment. Subsequent to the effective date of this agreement, a copy of any material placed in the personnel file shall be provided to the employee at the time it is placed in the file.

2. An employee shall have the privilege of replying to any material in his/her official personnel file, including evaluative material. He/she may provide a written reply which shall be attached to the subject of the response and placed in his/her personnel file. An employee shall be informed of any record of any complaint made with respect to him/her by a parent, student, teacher, administrator, Board member, etc. Anonymous letters or materials shall not be placed in a member's file nor shall they be made a matter of record or used as a basis for any personnel decision; it may, however, be used as a basis from which investigation leading to information dealing with a personnel decision is based.

3. Items as entered into the personnel file will have a log date indicating date of entry. The superintendent or his designee must be present at all times while an employee is reviewing his/her file.

4. Upon the employee's request, verbal warnings and/or written will be removed from the employee's personnel file providing that three (3) years have elapsed after the effective date of the warning or reprimand and providing there are no intervening warnings, reprimands or disciplinary letters during the three (3) year period. This does not include the removal of any formal evaluation document. The superintendent or his designee must be present at all times while the personnel file is being perused. This paragraph shall not apply to the nonrenewal of limited contract teachers pursuant to Ohio Revised Code 3319.11. .

5. The employee shall receive written notification when anyone other than a Kenston administrator views the employee's personnel file.

ARTICLE XI - JOB SECURITY

Paragraphs involving Reduction in Force and Seniority do not apply to HITs, SLRTs, and DFAs.

1. Progressive Discipline

a. All staff discipline will be done in private and kept confidential.

b. The employee shall have the right to a representative of his/her choice at any disciplinary conference or investigatory interview. It is the employee's responsibility to make such a request.

c. No member of the bargaining unit shall be disciplined or deprived of any professional benefits without just cause.

   The following steps of progressive discipline will be followed. However, the District reserves the right to skip any or all steps depending on the nature of the offense:

   Step 1: Documented verbal warning (may be repeated)

   Step 2: Written reprimand (may be repeated)

   Step 3: Suspension, with or without pay, not to exceed two (2) days

   Step 4: Suspension, with or without pay, not to exceed five (5) days

   Step 5: Termination in accordance with ORC 3319.16

d. Prior to the implementation of discipline at Step 2 though Step 5, there shall be a pre-disciplinary meeting. The Association President will be copied on the notice of the pre-disciplinary meeting. NOTE: a pre-disciplinary meeting is not required for Step 1 discipline.

e. The Superintendent or designee shall conduct any pre-disciplinary meeting related to Step 2 through Step 4. The Superintendent shall conduct any pre-disciplinary meeting related to Step 5.

f. Following the pre-disciplinary meeting, if the administration determines that discipline is warranted, the teacher will be provided notice of the specific disciplinary action and the underlying reasons for the same.

g. All records related to discipline, regardless of the level (i.e., verbal, written or otherwise) shall be maintained in the employee's official personnel file located at central office.

h. Terminations will be done in accordance with Ohio Revised Code Section 3319.16

2. Reduction in Force

a. General Procedures

i. A reduction in the work force may take place for the reasons stated in Ohio Revised Code 3319.17. The displacement of a temporarily-assigned member of the bargaining unit by the return to duty of a regular employee after a leave of absence shall not be considered a reduction in the work force within the meaning of this article.

ii. The superintendent shall provide written notice to the K.E.A. president of the anticipated positions to be eliminated, and the reasons therefore, not less than thirty (30) calendar days prior to Board action and at least forty-five (45) days prior to the effective date of the reduction. However, for the 2024-2025, 2025-26 and 2026-27 contract years only, if the Board implements a reduction in force, it will take effect for the subsequent school year, i.e., the bargaining unit member will not be reduced in whole or in part during the aforementioned contract years and the reduction would commence no earlier than the end of the specific contract year.

iii. The superintendent shall provide written notice to the K.E.A. president of the anticipated positions to be eliminated, and the reasons therefore, not less than thirty (30) calendar days prior to Board action and at least forty-five (45) days prior to the effective date of the reduction.

iv. Prior to Board action to effect a reduction in the work force, the superintendent shall provide written notice to each affected employee of his/her impending layoff with a copy furnished to the K.E.A.

~~v.~~ As to tutor and ELLs the provisions of Article XI (2) shall apply, provided that reductions in force among tutor and ELLs shall be done on the basis of district seniority as a tutor or ELL. The tutor or ELL may only exercise bumping rights in specialty areas for which they hold the appropriate certificate/license and provided further that no tutor or ESL shall be entitled to exercise seniority rights to bump into or displace any employee in the district.

vi. In the event of a reduction in force, tutors and ELLs alone may exercise their authority to displace only members of the bargaining unit less senior to them employed in their specific classification. Tutors or ELLs shall not displace other members of the bargaining unit.

vii. Designated for assignment substitutes shall not be entitled to exercise any rights under Article XII (3) or Article XI (2).

b. Determination of Reduction in Force List

i. The impact of a reduction in the work force upon members of the bargaining unit will be minimized by attrition in the work force (that is, approved leaves of absence or the severing of employment through retirements, resignations, or terminations of employment for any other reasons). A decision not to fill a vacated position shall not be construed as a reduction in the work force within the meaning of this article.

ii. The members of the bargaining unit to be laid off shall be determined, within each affected area of certification/licensure, by system wide seniority as defined in Section 3 of this Article, except that in all areas of certification/licensure a member of the bargaining unit with continuing contract shall be deemed to have greater seniority than a member of the bargaining unit without continuing contract.

iii. The employee(s) with the least seniority will be determined on a system wide basis in the elementary schools, and by departments in the secondary schools. An employee shall not lose seniority when he/she changes assignments to a different position, department, grade level or building. Employees with multiple certification/licensed areas shall be given the full benefit of their areas. (That is, if an employee is certified/licensed to teach both mathematics and science but is teaching mathematics exclusively and is the least senior person in that department at the time of a reduction in force, the employee shall be reassigned to science if there is employed at the time of the reduction a science teacher with lesser seniority.)

iv. Those members of the bargaining unit who are laid off as part of a reduction in the work force shall be placed on a reduction in force list ("RIF list") and shall have recall rights, as indicated in section c. below, for a period of two (2) calendar years from the effective date of the layoff. A copy of the list will be provided to the KEA President.

v. All teachers employed by the Board who have received evaluation ratings of "Accomplished," "Skilled" and "Developing" shall be deemed comparable for purpose of reduction in force.

c. Reinstatement of Teachers from the Reduction in Force List

i. If a bargaining unit position is filled, it shall be offered to the most senior member of the bargaining unit with certification/licensure for the position whose name appears on the RIF list. The affected member of the

bargaining unit will be notified of recall by certified mail and email (if on file), it being mutually understood that the employee is responsible for keeping the Board informed of a current, accurate address . If the member of the bargaining unit does not accept recall within fourteen (14) calendar days from the postmark date of the recall letter, all recall rights shall be deemed fully and finally waived and the position will be offered to the next most senior name on the RIF list. If an offer of recall occurs during a school year and the member of the bargaining unit is employed in another school district, the employee may accept recall effective with the beginning of the next succeeding school year. During the implementation period of any recall, temporary employees may be used to cover positions that need to be filled.

ii. A recalled member of the bargaining unit will be fully restored to contractual status, salary and fringe benefits with no credit, however, for the time spent on layoff. The Board agrees not to employ a new member of the bargaining unit in a particular area of licensure/certification so long as names appear on the RIF list with respect to licensure/certification.

iii. Laid off members of the bargaining unit will be given preferential consideration for available substitute positions or part-time service in their areas of certification/licensure; however, acceptance or rejection of such service shall not be deemed as a waiver of recall rights under this article.

d. Nothing in this section shall be construed to diminish in any way the legal rights of continuing contract employees.

3. Seniority

a. Seniority is defined as length of continuous service with the Board, measured from the employee's first day worked. In the event of a tie, the senior person shall be determined by

i. Highest column (BA/BS 129/138) on salary schedule; then by

ii. Length of total service with the Board, then by

iii. Length of total teaching experience, then by

iv. Date of signature on first teacher contract in the Kenston Schools, then by

v. The flip of a coin

Extended service at the beginning or end of a school year and service in non-bargaining unit positions shall not count toward accumulation of seniority. Periods of layoff (up to two (2) calendar years), disability

retirement, approved unpaid leaves of absence and service in non-bargaining unit positions shall neither break nor be counted toward accumulation of seniority.

b. By not later than November 1 of each school year, the Board agrees to provide seniority lists to each bargaining unit member. Such lists will also note those member of the bargaining unit with continuing contract status. Employees with multiple areas of certification/licensure shall be listed in all areas for which they have valid certification/licensure. Each employee shall have thirty (30) calendar days within which to advise the superintendent, in writing, of any inaccuracy as shown on the posting, with respect to his/her seniority status. If no protest is timely filed, the employee's seniority status shall be considered final until the next year's posting. If a protest is timely filed and an adjustment made as a result, revised seniority lists showing any adjustments will then be posted.

c. Effective until July 1, 2024, no part time employee shall have seniority rights over a full time employee for a full time position. Part time is defined as less than one hundred twenty (120) days of full time equivalent (FTE) employee service in a school year. However, all previous full time work shall count towards seniority for any job plus any pro-rata part time worked. In this case, a part time teacher whose total (full time and pro rata part time) seniority shall displace a full time teacher with less seniority. Pro rata part time seniority accumulation shall only occur after full time employment.

   Beginning July 1, 2024, seniority shall be calculated and applied as set forth in this paragraph. All seniority calculations/years of service for employees shall be frozen at their current balances as of July 1, 2024; no recalculation of seniority shall occur for any time prior to July 1, 2024. As of July 1, 2024, part time is defined as an employee works 75% or less of a full-time teacher contract. Full time employees who are subject to a reduction in force that reduces the employee to part time shall continue to accrue seniority as a full-time employee. Part time employees shall accrue seniority on a pro rata basis. Full time and part time accrued seniority shall be combined to compute an employee's total seniority. No part time employee shall have seniority rights over a full-time employee for a full time position, unless the part time employee's accrued full and part-time seniority are greater than a full time teacher's seniority.

4. Termination

All termination of teachers' contracts shall be in accordance with Ohio Revised Code 3319.16.

ARTICLE XII - VACANCY, TRANSFER AND PROMOTION

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, DFAs.

1. Assignments

a. Employees will be notified before the regular school year ends of their assignments for the coming school year. Every effort will be made to minimize alterations of schedules. Any changes made to the employee's assignment after the last day of school must be discussed with the employee as soon as practical.

b. Reorganization Compensation - Those members of the bargaining unit required to change rooms due to an involuntary transfer or change in room assignments will be provided pre-approved release time and/or compensated up to three (3) days at $100/day and be furnished with proper moving supplies and assistance.

2. Vacancies

a. Vacancies for positions, including promotional and annual supplemental contract positions, will be posted in each school of the district and emailed to all members before it is posted externally. Bargaining unit members who are interested in supplemental contracts must notify administration annually.

b. All qualified members of the bargaining unit will be given first consideration. Bargaining unit members with appropriate licensure and qualifications who apply shall be interviewed before outside candidates are considered.

c. In case of a vacancy occurring during the summer, all those who contacted the superintendent's office prior to the vacancy will be contacted.

3. Voluntary Transfers

Voluntary transfers will be made on the basis of proper qualifications except that, with respect to filling a bargaining unit position, preference shall be granted to qualified members of the bargaining unit who applied for the position on the basis of seniority (i.e. the most senior applicant will be offered the position) unless following seniority in a particular case would be contrary to the best educational needs and interests of the district. Should the most senior person not be chosen for the position, they may request a conference with the administration.

4. Involuntary Transfers

a. When need exists which could necessitate an involuntary transfer of an employee by an administrator, the following steps shall be taken:

   i. The administrator shall attempt to solicit volunteers for such transfers.

   ii. The administrator shall review the transfer needs and discuss them with the employee(s) involved.

   iii. If all constructive means attempted to remedy the need are ineffective toward a solution, an involuntary transfer may be initiated by the administrator who shall transfer the least senior qualified teacher unless following seniority would be contrary to the best educational needs and interests of the district.

ARTICLE XIII - COMPLAINT PROCEDURE

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, DFAs.

1. Complaints against any member of the bargaining unit shall be handled by the administrator as he deems appropriate to the situation. In most cases, the person making the complaint will be referred to the employee. If the complaint remains unresolved after the administrator who received the complaint has attempted to resolve it, a meeting shall be held between the employee(s), the complainant(s) and the administrator in an effort to resolve the complaint and/or determine the facts before the complaint progresses to the next level of this procedure. If a complaint still exists, it will be handled in the following sequence: principal, superintendent, and finally the Board. In any case the employee will be informed of the situation and will be involved at any of the steps as deemed necessary in the situation. Upon being informed the employee who is the subject of the complaint shall be provided the opportunity to respond to the complaint.

2. Anonymous complaints shall not be placed into the bargaining unit member's personnel file unless the Board has investigated and substantiated the complaint and taken disciplinary action.

3. No complaint shall be recorded or used as the sole basis for any personnel decision without first identifying and substantiating the complaint at which time the employee will be notified.

ARTICLE XIV - ASSAULT PROTECTION

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, DFAs.

The Board supports totally the prosecution of any student or visitor to school property who assaults a member of the bargaining unit. Procedure for filing reports of assault:

1. Any member of the bargaining unit who has experienced an assault at the hands of a student or visitor to school property while working that resulted in physical injury or in damaged or destroyed personal property shall make an immediate oral report, if possible and shall within one (1) day, unless incapacitated, make a written report of the circumstances thereof to the building principal. The employee shall make supplemental written reports attaching copies of any summons, complaints, process information, indictment, notice or demand served upon him in connection with such assault within five (5) days after he has been served therewith, and shall report the final disposition of any such proceedings.

2. The principal or designated representative shall obtain a list of witnesses to said assault of a member of the bargaining unit by a student or visitor to school property; the principal shall then obtain a written statement of the observations of each witness.

3. Such reports will be forwarded to the Board through the superintendent's office, provided that such information is not privileged by law, and copies of all reports will be provided the assaulted employee by the Board.

4. The superintendent shall acknowledge receipt of the principal's and the employee's reports and shall communicate this information immediately to the president of the Board and president of the K.E.A. with a written follow-up.

5. It is fully understood that an employee assaulted in the course of employment as a member of the Workmen's Compensation Fund has a right to file a claim with the state for reimbursement of hospital and doctor bills and will be properly and promptly assisted by a member of the administrative staff.

6. If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with his/her employment, the Board will furnish legal counsel to defend such person provided, at the time of the alleged assault, the person acted within the scope of his/her employment and acted in good faith belief that such conduct was lawful and in the best interests of the district. A decision to withhold legal counsel shall be based upon all evidence available at the initiation of the criminal or civil proceeding(s) and may be made if such evidence leads to the reasonable conclusion that the employee did not act in the good faith belief that his/her conduct was lawful and in the best interest of the

district. In this event the Board shall be entitled to recover the full amount of its legal expenses with respect to the employee.

7. Ohio law requires that police court affidavits be filed by the affected parties. The school principal will usually file in the case of trespass or disorderly conduct. In the case of assault and battery, the victim will file.

8. No action against an employee shall be taken on the basis of a complaint by a parent or a student for an alleged assault; nor shall any notice thereof be included in the employee's personnel file unless the matter is first reported to the employee in writing at which time the employee may appeal the notice to the superintendent. The employee shall have the right to request a hearing by a designated representative of the Board. An employee shall have the right to be assisted at such hearings by counsel of the employee's choice.

9. If court action results, the employee shall be granted leave of his/her professional duties and a qualified substitute provided with no loss of pay for days in court or official court proceedings.

10. If an assault on a member of the bargaining unit by a student or visitor to school property results in an employee being unable to work for a period of time, the member shall be provided leave until he/she is able to resume his/her professional duties without loss of pay and no deduction will be made from his/her sick leave for a period not to exceed twenty (20) days.

ARTICLE XV - SALARY ITEMS

1. Salary Schedule

Salary Schedule does not apply to Tutors, HITs, ELLs, SLRTs, and DFAs.

Effective the 2024-2025 school year the base salary shall increase 2.25%
Effective the 2025-2026 school year the base salary shall increase 2.00%
Effective the 2026-2027 school year the base salary shall increase 2.25%

Each employee shall receive a one-time, lump-sum stipend of $600 in year one which will be paid the first pay in September.

2. Operation of Salary Schedule

Operation of Salary Schedule does not apply to Tutors, HITs, ELLs, SLRTs, and DFAs. Exceptions: subparagraphs e, f, g regarding payment dates, direct deposits and city taxes applies to Tutors and ELLs.

a. All members of the bargaining unit shall be paid according to the attached salary schedules. Pay and benefits for part time employees shall be prorated according to the hours worked; K.E.A. president shall receive a copy of the calculations of the proration of pay for all part time employees.

b. There shall be (6) levels of training: BA/BS, 129 hours, 138 hours, MA, MA+15 and MA+30. The amount of training and degree received from accredited institutions shall determine the placement on a level for salary purposes. Earned college credit must be evidenced by an official transcript to be filed with the superintendent in addition to those required, if any, by the county and state. For salary advancement purposes, coursework earned after the 138 hours column must be graduate credit hours earned after the date of the degree from which horizontal movement is claimed, as reflected on the transcript, and must be earned in the education field or area of certification/licensure. However, non-graduate level coursework or educational experiences may be approved for advancement on the salary schedule by the Superintendent in advance of beginning the coursework. For a salary level adjustment, official transcript(s) must be received by the Superintendent's office no later than October 1 or February 1. The increase will be reflected retroactively to the first pay of the school year or the second semester, respectively. All hours are calculated in semester hours.

c. New employees joining the system will be given credit for previous experience and military service up to five (5) years, but the Board may grant additional years if they so desire at the time of hire only.

d. Except for substitute or temporary teaching, a minimum of a bachelor's degree is required for employment.

e. Salary payments shall be made on the fifth (5th) and twentieth (20th) of each month at the rate of 1/24 of the annual contract less deductions. If the first regularly scheduled workday of the school year falls on or before August 31, salary payments shall begin with the fifth (5th) of September; if the first regularly scheduled workday of the school year falls on or after September 1, salary payments may begin with the twentieth (20th) of September. If payday falls on a Saturday, Sunday or holiday, the payday shall be the immediately preceding Friday, except Good Friday. The Board shall continue to mail paycheck confirmations to teachers for pay days which occur over vacation periods as in the past.

f. All bargaining unit members shall receive salary payments via direct deposit.

g. Applications for new city tax deductions will be accepted until November 1st each school year for January deduction. The Board will consider five (5) new municipalities each year prioritized by the highest number of applicants for that entity. (In the event of a tie, total seniority of the number of applicants for that community will break the tie.)

   It will be the responsibility of the employee to make any address changes affecting the tax directly with the Payroll Department.

3. In-Building Substitute Pay

In-Building Substitute Pay does not apply to HITs, ELLs, and DFAs.

a. Employees who sign a supplemental contract to substitute may be required to do so. The substitution must be during a preparation period when the employee is available. The rate of substitution pay is calculated as follows: base salary (Step 0, Level 1) divided by 185 days, divided by eight (8), divided by forty-two (42), times the number of minutes the teacher works as a substitute.

b. Qualified Employees able to provide translation services and are also eligible to sign a supplemental contract may be required to do so for parent meetings when requested by the building principal. The substitution must be during a preparation period when the employee is available.

c. In the event that an employee from the supplemental contract list is unavailable, the District may assign an employee to cover an in-building spot substitution need. No employee shall be assigned more than two (2) times per semester. The rate shall be calculated as set forth in 3.a. above. This language shall supersede any

otherwise conflicting language in this agreement. Employees assigned to spot sub shall not be placed on the supplemental sub list.

4. Extended Service

Extended Service does not apply to Tutors, HITs, ELLs, SLRTs, and DFAs

a. A member of the bargaining unit who is required to work beyond the one hundred eighty-five (185) day school year will be compensated at his/her per diem rate of pay for each additional day worked, prorated to the nearest one-half (1/2) day.

5. Summer School

Summer School does not apply to Tutors, HITs, ELLs, SLRTs, and DFAs

a. Summer school positions shall be posted on the first Monday in May, or as soon as such positions become known. The postings will be for a period of at least five (5) days. Applicants shall have ten (10) days from the date of initial posting to apply for the summer school job. Such application shall be submitted to the principal. All employees who make application for summer school teaching shall receive notification by June 7 that:

    i. There is no possibility of appointment

    ii. A probability of appointment is contingent upon student enrollment and administrative policy regarding enrollment.

    iii. A contract will be extended.

b. The first priority used for summer school staffing shall be to consider those employees who taught summer school in the preceding year; the second priority shall be to consider those who have seniority within the corresponding department or grade level of the course or class being offered as determined by the length of continuous service to the Kenston Schools during the regular school year. The third priority shall be to consider seniority within the school district. Summer school compensation shall be determined by the superintendent or building administrator of Kenston summer school.

6. Curriculum and Other Special Employment

Curriculum and Other Special Employment applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, DFAs.

a. Employees may be employed for professional work as requested by the Board. This employment shall be voluntary. The hourly rate of pay shall be calculated as

follows: base salary (Step 0, Level 1) divided by 185 days, divided by 7.25 = hourly rate. This is not to be confused with any other per diem rate of pay allowed.

b. Any special education teacher experiencing significant caseload issues, may request release time from his/her building administrator.

7. Mileage Reimbursement

Mileage Reimbursement applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, DFAs.

a. Members of the bargaining unit shall be reimbursed at the standard mileage allowance prescribed by the Internal Revenue Service (IRS) every January 1st of each contract year whenever they are required to drive their own automobiles for school related business. This shall not apply to trips to and from school undertaken to fulfill daily work duties.

b. Trips (for which mileage is to be paid) must have prior approval by the superintendent or building principal on the form provided. Forms shall be available in the school offices. In emergency situations, the prior approval requirement shall be waived.

8. Innovative Professional Development Opportunities

The Board of Education recognizes the value of innovative professional development opportunities such as specialized training, professional conferences, speaking engagements or other unique professional experiences. When such opportunities exist, which may not be specifically aligned with building goals or beyond the funding capabilities of the building budget, members of the bargaining unit may submit a proposal for consideration through the Assistant Superintendent's office.

9. Supplemental Positions and Salaries

Supplemental Positions and Salaries applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, DFAs.

A Supplemental Committee shall be created and shall consist of up to five (5) District administrators chosen by the Superintendent and five (5) (2 high school, 2 middle school and 1 elementary) Association representatives chosen by the Association President. The Committee will meet during non-work hours without compensation to discuss, deliberate, and agree upon recommendations governing supplemental positions, including both athletic and non-athletic, and corresponding salaries in the District. This is an ongoing

committee that meets as needed to review and recommend changes to Supplemental positions and salaries throughout the term of the Contract.

By May 15, 2025, the Supplemental Salary Committee will provide the Superintendent and Association President with the agreed-upon recommendations governing supplemental positions and salaries, which will be considered by each party. If the parties reach an agreement to revise the supplemental salary schedule, a memorandum of understanding will be executed to implement the amended supplemental salary schedule effective beginning June 1, 2025.

a. Acceptance of a supplemental position shall be voluntary except the band and choral director supplemental may be required.

b. All supplemental salaries shall be paid at the rates set forth in the attached Appendix times a base salary (Step 0, Level 1).

c. Once a teacher is placed on the schedule, the teacher can only move one (1) year for each year of experience in the sport or activity, and the teacher must move a year for each year of experience. An employee who functions in the position of assistant and is promoted to the head position or vice versa, shall be given full credit for experience as long as the assistant experience/head experience is in the same activity or sport.

d. Supplemental salaries shall be paid according to one the following plan:

    i. Seasonal activities shall be paid in a lump sum payment not later than the full pay period following completion of the regular seasonal supplemental contract assignment. These payments shall be treated for withholding tax purposes as a supplemental tax wage payment subject to withholding at the minimum flat rate as determined by the IRS.

    ii. Year-long activities shall be paid in twenty-four (24) installments combined with regular earnings.

    iii. The supplemental contract shall designate which of the two (2) payments is applicable to the job.

e. If new positions are created by the Board or if the duties connected with existing positions are substantially altered, the pay for the newly created or altered position shall be negotiated by representatives of the Board and the K.E.A. The pay that is determined by the committee shall be considered an addendum to the existing supplemental professional schedule. An activity may be commenced during negotiation of the compensation, but the pay that results shall be effective with the first day the activity began.

f. Bargaining unit members who are supplemental contract holders with only one step will receive a one percent (1%) increase for each five (5) years of experience at Kenston in a related activity. Bargaining unit members who are supplemental contract holders with Step 0, 1 and 2 will receive a one percent (1%) increase for each five (5) years beginning with the eighth (8th) year of service at Kenston in a related activity. Experience need not be consecutive – only in the same or related activity. Experience need not be consecutive – only in the same or related activity. This does not apply to class trips.

   Effective with the 2022-2023 school year, newly hired football coaches will not receive a preseason supplemental contract. The extended season supplemental contract will be capped to three (3) weeks unless the Administration approves an extension.

   If a head coach manages two (2) assignments simultaneously, the second assignment will be paid one-half (1/2) the rate (ex. Girls/Boys Cross Country).

g. A supplemental contract which is extended beyond the regular length of the contract will receive additional pay at a rate determined by the supplemental salary time length of extension divided by regular season length. The athletic director and/or principal will determine the number of assistants who will receive extensions.

10. Designated for Assignment Substitutes

Designated for Assignment Substitutes applies only to DFAs.

a. The daily rate paid to designated for assignment substitutes shall be 110% of the Board approved daily substitute rate for casual day to day substitutes for the first thirty (30) days of service in a school year, increasing to 120% of the daily rate for casual day to day substitutes approved by the Board for all days thereafter in that same school year.

11. Substitute Leave Replacement Teachers

Substitute Leave Replacement Teachers applies only to SLRTs.

a. The salary for substitute leave replacement teachers shall be as follows:

   i. Pre-approved Substitute Leave Replacement Teachers who work at least 12 days or more in the same assignment, i.e., covering for the same absent teacher, shall be placed on the teacher current teacher salary schedule at Step 0, Level 1. On the 61st day in the same assignment, i.e., covering for the same absent teacher, the Substitute Leave Replacement

Teacher shall be placed on the regular teacher schedule not to exceed Step 3 of said schedule.

12. Tutor, ELLs and HITs

Tutor, ELLs and HITs applies only to Tutors, ELLs, and HITs.

Level / Semester Hours

STEP	BA	BA150	MA	MA15
0-3	0.00074560	0.00077160	0.00079860	0.00082650
4-6	0.00077160	0.00079860	0.00082650	0.00085550
7-9	0.00079860	0.00082650	0.00085550	0.00088550
10-14	0.00082650	0.00085550	0.00088550	0.00091650
15-19	0.00085550	0.00088550	0.00091650	0.00094850
20-24	0.00094860	0.00098160	0.00101560	0.00104950
25+	0.00101560	0.00104960	0.00108460	0.00112050

a. All Rates are hourly, based on a percentage of the BA base salary.

b. New employees joining the district will be given credit for previous experience and military service up to five (5) year, but the Board may grant additional years at the time of hire only.

c. All tutors/ELLs who work twenty (20) hours or more per week shall receive, each day, an unpaid duty free lunch of at least one-half (1/2) hour.

d. Tutors who are hired as teachers will be given credit for previous District experience and military service up to five (5) years, but the Board may grant additional years at the time of hire as a teacher. For the purposes of defining "District experience" in this section, a tutor will receive one (1) year of credit for each year the tutor has completed one hundred twenty (120) days of service in Kenston Schools.

ARTICLE XVI - FRINGE BENEFITS

Paragraphs involving waiving health insurance, insurance descriptions, insurance selection, open enrollment, and health insurance eligibility do not apply to HITs and/or DFAs.

1. The Board shall provide health, dental and vision insurance for members of the bargaining unit. Eligible members of the bargaining unit have a managed care program with benefits as described in Appendix A. The Board's share of the premium, whether for single or family coverage, will be prorated in a case of a part time employee. Vision insurance will be provided to members at no cost.

   Health Insurance Changes Beginning July 1, 2024

	Current	New
Deductible	N: $500/$1,000 Non: $900/$1,800	N: $1,000/$2,000 Non: $2,000/$4,000
Co-Insurance	N: $900/$1,800 Non: $1,600/$3,200	N: $2,000/$4,000 Non: $4,000/$8,000

   Adding Prescription Drug Coverage Management Program. No change to prescription drug copayments.

   Emergency Room: Co-Pay $0 Co-Pay $100

   Employees who paid either 10% or 11% for the health and dental premium during the 2023-2024 contract year will pay increased premiums of:

   13% effective July 1, 2024

   14% effective July 1, 2025

   15% effective July 1, 2026

   All new employees will pay 15% of the premium for family and single coverage.

   The Board will pay 83% of the premium for single and family coverage for managed care and dental programs for any employee and/or family member who uses tobacco products. Employees will be surveyed annually about his/her/family tobacco usage. Falsification will be grounds for termination.

2. An employee who is eligible for family coverage and declines all coverage, both single and family, for a full year, and supplies written verification of coverage elsewhere shall receive a yearly one-time payment of $2,500 each year she/he declines all coverage, single and family, with the Kenston Local Schools.

   An employee who is eligible for family coverage and declines family coverage but accepts single coverage, when applicable, for a full year, and supplies written verification of spouse/family coverage elsewhere shall receive a yearly one-time payment of $1,500 she/he declines family coverage, with the Kenston Local Schools.

   A single employee who declines single coverage for a full year, and supplies written verification of coverage elsewhere shall receive a yearly one-time payment of $750 she/he declines single coverage, with the Kenston Local Schools

   If an employee qualifies for a special enrollment period due to a life event and enrolls in coverage, the employee will receive a pro-rated waiver stipend for the months where no insurance coverage was provided.

3. Spousal Coverage Options Effective March 1, 2022

   a. If an employee's spouse is eligible to participate, as a current employee or retiree in group health insurance and/or prescription drug insurance sponsored by his/her employer or any public retirement plan, the spouse must enroll in such employer (or public retirement plan) sponsored group insurance coverage (s). Whereas that coverage will become the primary payer of benefits and the coverage sponsored by the Board will become the secondary payer of benefits. Primary coverage for the children may be the Kenston Local School District Plan.

      For those employees who are paying a monthly surcharge of $200 as of February 28, 2022, they will be referred to as the "grandfathered group" and are not subject to the abovementioned paragraph. If a "grandfathered" member voluntarily leaves the "grandfathered group", the member is not permitted to re-enter the group.

   b. The district will reimburse the employee up to $200 per month for any premiums incurred as a result of the spouse's enrollment in their employer's insurance plan. Upon enrollment by the spouse in any such employer (or public retirement plan) sponsored plan, that coverage will become the primary payer of benefits, and the coverage sponsored by the Board will

become the secondary payer of benefits. Primary coverage for the children may be the Kenston Local School District plan.

Effective September 1, 2022, in lieu of the reimbursement of up to $200 per month for any premiums incurred as a result of the spouse's enrollment in their employer's insurance plan, the district will make a payment of one thousand five hundred dollars ($1,500) or an appropriate prorated amount to the employee whose spouse has enrolled in their employer's (or public retirement plan) sponsored plan and is being charged a monthly premium on a quarterly basis in the following manner:

$375 in the second pay in September (September – November)
$375 in the second pay in December (December – February)
$375 in the second pay in March (March – May)
$375 in the second pay in June (June – August)

c. Every employee whose spouse participates in the Board's group health insurance coverage and/or prescription drug insurance coverage shall complete and submit to the Board, upon request, a written certification verifying whether his/her spouse is eligible to participate in group health insurance coverage and/or prescription drug insurance coverage sponsored by the spouse's employer or any public retirement plan. The employee shall use the certification form found in the Appendix to complete this documentation.

d. If the employee submits false information or fails to advise the plan of a change in his/her spouses eligibility for employer (or public retirement plan) sponsored group health insurance and/or prescription drug insurance, and such false information or such failure by the employee results in the Plan providing benefits to which the employee's spouse is not entitled, the employee will be personally liable to the Plan for reimbursement of the appropriate monthly surcharge.

The Board will provide full time members of the bargaining unit (but not spouse or dependents) with fifty thousand dollars ($50,000) life insurance coverage with accidental death and dismemberment riders at no cost to the member.

4. Employees shall be entitled to insurance plan descriptions in the form made available by the insurance carrier.

5. The Board shall have the right to select the insurance carriers for the insurance fringe benefits described in this article. In the event a change in carrier is made, the current coverages or their equivalents shall be continued or improved unless otherwise mutually agreed by the Board and the association. The Board will

provide at least thirty (30) days' notice to the K.E.A. president in the event of a change in any insurance carrier. Should either the Board or association seek to change any of the benefit levels, the parties shall meet for the purpose of negotiating such changes in accordance with the provisions of Article III provided, however, that an agreement may be reached to change benefit levels at times other than contract expiration.

6. The K.E.A. president shall each receive one (1) copy of all insurance policies.

7. Open Enrollment: Should the Kenston Board of Education eliminate open enrollment, any employee with students already enrolled in the district and all of their siblings (born or unborn) shall be permitted to continue in the district through graduation.

8. Designated for assignment substitutes and HITs shall not be entitled to participate in any aspect of the health insurance fringe benefit program. The Board contribution for single or family coverage in the health care benefit program for tutors and ELLs who elect to participate in the health benefit program will be as set forth below and will be based on the hours established during the first full week in October.

    a. 33.75 or more hours per week — 90% Board payment

    b. 25 – 33.74 hours per week — 74% Board payment

    c. 20 – 24.99 hours per week — 59% Board payment

    d. 0 – 19.99 hours per week — 0% Board payment

    e. The tutor and ESL individual contribution towards the cost of these benefits will be deducted from the employee's paychecks over the period October through June, with the health benefit coverage available on an October – September benefit year.

9. Healthcare Research Committee: The committee will consist of representatives from all stakeholders (KEA, OAPSE, KBOE) and shall be convened semi-annually, unless mutually agreed upon, to review proposals, investigate options that maximize employee benefits and promote fiscal responsibility. The committee's work will include, but not be limited to:

    a. Developing a better understanding of the healthcare program and its costs;

    b. Identifying various options to reduce the costs associated with the healthcare program;

c. Developing strategies, which, if implemented, will reduce the costs within the healthcare program;

d. Developing and implementing strategies for educating employees regarding employee benefits;

e. Sharing any results or findings with all stakeholders at least two months prior to KEA-KBOE negotiation procedures.

ARTICLE XVII - SECTION 125 PLAN

Does not apply to HITs and/or DFAs.

1. The Board shall establish a "cafeteria plan" that is designed to (1) allow employees who must make employee contributions for health care coverage to elect to do on a pre-tax basis, (2) allow employees to elect to receive additional cash in lieu of Board paid health care coverage (as agreed to by the Board and the association, and (3) allow employees to elect to participate in the dependent care and medical care flexible spending accounts ("FSAs") described in paragraph "C" below. In accordance with the foregoing, the payment in lieu of insurance coverage (Section 33 H) provisions of this agreement shall be made through the cafeteria plan.

2. The cafeteria plan will be designed to meet the requirements of Internal Revenue Code ("IRC") Section 125 and applicable regulations. Accordingly, each employee will have an opportunity on an annual basis to enroll in the cafeteria plan. The election to participate may not be revoked during the current plan year unless there is a change in the employee's circumstances that, in accordance with IRC Section 125, permits the employee to change his or her election under the plan (e.g. divorce, death of spouse, change in employment status, including employment status affecting a spouse or dependent, birth or adoption of a child, a child losing eligibility for coverage, a court order requiring coverage, or other enrollment rights consistent with federal law). Details of the cafeteria plan will be provided on an annual basis at the time of enrollment and will also be available through the Board treasurer's office and or the TPA.

3. Under the cafeteria plan, each employee will be allowed to make a pre-tax "salary reduction" election up to the maximum amount allowable under IRC Section 129 and receive a corresponding credit under a dependent care FSA. Under the dependent care FSA, reimbursement may be received for dependent care expenses described in IRC Section 129. In addition, each employee will be allowed to make a separate pre-tax "salary reduction" election up to the federal maximum, time permitting, per year, and receive a corresponding credit under a health care FSA. Under the health care FSA, reimbursement may be received for medical, dental, and vision expenses (under IRC Section 213) that are not otherwise reimbursable by the health care plans of the Board or of another employer. To comply with the requirement of IRC Section 125, employees may rollover up to the annual maximum amount permitted under the law of any amount remaining in their FSA at the end of a 2½ month grace period following the end of each plan year. Any amount over the annual maximum will be forfeited.

4. The Board shall be the administrator of the cafeteria plan, but may delegate administration to the treasurer's office and/or a third party administrator, the costs of which shall be charged to the employee accounts under the FSAs. The Board shall be permitted to administer, interpret and operate the plan as the Board shall

deem necessary for compliance with IRC Section 125 and applicable regulations (including proposed regulations) and rulings thereunder. To the extent required for compliance with IRC Section 125, the Board may also provide for restrictions on the timing of the benefit elections of employees and dependents under the health care plans of the Board. The Board does not guarantee the tax consequences of the cafeteria plan or that reimbursements from the FSAs will be tax free; and the treasurer's office will report taxable income and prepare and file W-2s and other tax forms with governmental agencies as it believes it is required to do so by law.

ARTICLE XVIII - RETIREMENT

Paragraphs involving Severance Pay, Severance pay schedule, and 403(b) Plan do not apply to SLRTs, HITs, and/or DFAs.

1. Severance Pay

A member of the bargaining unit may elect, at the time of retirement from active service with the Board, to receive severance pay in accordance with the percentage of the value of the employee's accrued but unused sick leave at the time of retirement. This payment shall be based on the employee's per diem rate of pay (exclusive of any compensation under a supplemental contract) at the time of retirement. An employee may receive only one payment under this article. As used in this article, "retirement" means (1) disability or service retirement under the State Teachers Retirement System set forth in Ohio Revised Code 3307, or (2) resignation if the member of the bargaining unit is at least fifty-five (55) years of age and has at least ten (10) consecutive years of service (with approved leaves of absence not contributing to nor interrupting service) with the Board, or (3) death, in which case payment shall be made to the employee's spouse, or if there is no spouse, to the employee's estate. In the retirement, fifteen allowable sick days will be accrued and then reconciled at the end of that school year.

For the 2024-25 school year only, an employee meeting the criteria set forth above who delivers a signed retirement letter to the Superintendent by November 1, 2024 shall receive an additional $5,000 added to his/her severance calculation. (Any retiree accepting the EPC incentive from the 2023-2024 contract year is not eligible including any whose effective retirement date may fall in the 2024-2025 contract year.)

2. Severance Schedule

Severance will be paid on the following schedule. A signed "hard copy" retirement letter received in the board of education office by:

a. November 1 34% of 235 day maximum, beginning in the 2024-2025 contract year. (Any retiree accepting the EPC incentive from the 2023-2024 contract year is not eligible including any whose effective retirement date may fall in the 2024-2025 contract year)

b. March 31 32% of 235 day maximum

c. April 30 29% of 235 day maximum

d. June 1 27% of 235 day maximum

e. After June 1 25% of 235 day maximum

3. The 403(b) Plan and Elective Deferral of Severance Pay

f. Notwithstanding anything in this agreement or Board policy to the contrary, in accordance with the terms of this section and any related provisions of a plan document adopted by the Board to comply with the requirements of Section 403(b) of the Internal Revenue Code ("IRC"), certain retiring employees shall have their severance pay (as defined below) mandatorily paid into an annuity contract or custodial account that is designed to meet the tax qualification requirements of IRC Section 403(b) (a "TSA"). Such payment shall be in lieu of the payment being made directly to the retired teacher; and such payment shall eliminate all sick leave credit of the retired teacher. For purposes of this section, this arrangement is referred to as the 403(b) plan.

g. For purposes of the 403(b) plan, the term "severance pay" shall include any severance pay that a member is entitled to on account of "retirement," pursuant to Article XVII (1) of this agreement.

h. Participation in the 403(b) plan shall be mandatory for any teacher who:

    i. Is employed on or after the effective date of this agreement

    ii. Is entitled to severance pay, and

    iii. Is, or will be, age 55 years or older in the calendar year in which he/she retires, or if applicable, resigns.

i. If a retiring teacher is a participant in the 403(b) plan, an employer contribution shall be made on his/her behalf under the 403(b) plan in an amount equal to the total amount that otherwise would be payable to the participant as severance pay.

j. The required contribution to the 403(b) plan shall be made within the timeframe provided for payment of severance pay above.

k. In the calendar year of retirement, or in any other calendar year, the total amount of severance pay that may be paid to a TSA under the 403(b) plan shall not exceed the maximum contribution amount allowable under the federal income tax law for TSA's that are intended to be tax qualified under IRC Section 403(b). If the amount payable to the 403(b) plan in any calendar year would exceed the maximum amount that is permitted under the applicable federal income tax law for that year, the excess amount shall be contributed to the 403(b) plan after the first payroll date in January of the next calendar year. This process shall be repeated for up to five (5) calendar years following the year of retirement, in each such year not to exceed the

maximum amount permitted under the applicable federal income tax law for that year; and if there are still any remaining excess amounts in the fifth (5th) calendar year after retirement, the remaining excess shall be paid in cash to the retired member.

l. The TSA that shall be used for the 403(b) plan shall be the group annuity contract of AIG VALIC has made available for use with its "special pay plan." However, the Board will maintain the terms of the 403(b) plan and will not be using the AIG VALIC plan documents. 403(b) plan participants shall be required to complete AIG VALIC enrollment forms; and unless and until a member does so, no contribution of severance pay shall be made to under the 403(b) plan on behalf of the member. A successor company(ies) to AIG VALIC may be selected at any time by mutual agreement of the Board and the association.

m. If a teacher is entitled to have a contribution paid to the 403(b) plan and dies prior to such contribution being paid to the 403(b) plan, the contribution shall be paid to the 403(b) plan provider and shall be paid to a beneficiary of the teacher in accordance with the terms of the 403(b) plan provider's contract.

n. A teacher who is entitled to severance pay under Article XVII(1) of this agreement and who is not an eligible participant in the 403(b) plan will continue to be eligible for any and all severance payments in accordance with Article XVII(1) . Any such teacher may elect to defer such payments to a TSA as permitted by law and Board policy.

o. After adoption of the 403(b) plan, any administrative fees shall be borne by the 403(b) plan participants.

p. All contributions to the 403(b) plan, all deferrals to a TSA and all check payments to teachers, shall be subject to reduction for any tax withholding or other withholding that the treasurer, in his or her sole discretion, determines is required by law. Neither the Board nor K.E.A. guarantee any tax results associated with the 403(b) plan, deferrals to a TSA or check payments made to a teacher.

4. STRS Pickup

a. The total annual salary of each member of the bargaining unit, as shown on the teachers' salary schedule, shall be payable by the Board in two parts: (1) deferred salary, and (2) cash salary. An employee's deferred salary shall be equal to that percentage of said employee's total annual salary which is required from time to time by the State Teachers Retirement System ("STRS"), pursuant to Ohio Revised Code 3307, to be paid as an employee contribution by said employee and shall be paid by the Board to STRS on behalf of said employee as a "pickup" of

the STRS employee contribution otherwise payable by said employee. An employee's cash salary shall be equal to said employee's total annual salary less the amount of the "pickup" for said employee and shall be payable, subject to applicable payroll deductions, to said employee. The Board's total combined expenditures for total annual salaries of all members of the bargaining unit (including "pickup" amounts) and its employer contributions to STRS shall not be greater than the amounts it would have paid for those items had this section of the agreement not been in effect.

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

c. The "pickup" shall be included in the member's total annual salary for the purpose of computing daily rate of pay, for determining paid salary adjustments to be made due to absence, or for all other salary related purposes except those pertaining to this "pickup" deferring the "pickup" amount in relation to state and federal taxes.

ARTICLE XIX - GRIEVANCE POLICY AND PROCEDURE

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, and DFAs.

1. Definition

A grievance is any allegation by a member of the bargaining unit or the K.E.A. that a provision of this agreement has been violated, misinterpreted or misapplied.

2. Statement of Basic Principles

a. The chairman of the K.E.A. grievance committee shall receive notice of any grievance meeting held pursuant to the formal grievance procedure. The K.E.A. shall have the right to have a representative present at such grievance meetings.

b. A grievant shall not be subject to reprisals by virtue of participation in the grievance procedure nor shall the fact of filing a grievance be recorded in the grievant's personnel file.

c. A grievance may be withdrawn at any level. A withdrawn grievance shall not be reopened except by mutual agreement of the parties.

d. Grievance proceedings shall be kept as informal and confidential as is practical.

e. Time limits set forth in the grievance procedure shall not be extended except by mutual agreement of the parties.

f. Failure by a grievant to meet a time limit set forth in the grievance procedure shall constitute a complete waiver of the grievance. Failure to respond to a grievance within a time limit set forth in the grievance procedure shall permit the grievant forthwith to process the grievance to the next higher level of the grievance procedure, and the grievant shall thereafter suffer no prejudice for failing to meet a time limit.

g. The grievant shall be entitled to a representative of his/her choice at any level of this procedure.

h. The administration and the K.E.A. will cooperate in the investigation of any grievance. This shall include an exchange of available information, upon reasonable advance request, in such form as it currently exists and provided it is reasonably related to the grievance.

3. Procedure

a. Level 1

A grievant is encouraged to discuss the grievance informally with his/her immediate supervisor. If the grievance is not thus resolved, the grievant may file a formal grievance. The formal grievance shall be filed within ten (10) days of the informal conference or twenty (20) days after the matter giving rise to the grievance or after the grievant knew of, or should have known of, the matter giving rise to the grievance, whichever comes later. The grievance shall be filed in writing with the lowest level administrator who has the authority to resolve the grievance (which may be the superintendent, in which case the grievance shall be processed under Level 2 below) and a copy shall be given to the K.E.A. president. A meeting among the grievant, the grievant's representative, if any, and the administrator shall be held within ten (10) days of the date of filing. The administrator shall render his decision in writing to the grievant and the K.E.A. within ten (10) days of this meeting.

b. Level 2

If the grievance is not resolved at Level 1, the grievant may, within ten (10) days of receipt of the Level 1 response, file an appeal with the superintendent, and a meeting among the grievant, the grievant's representative, if any, and the superintendent shall then be held within ten (10) days of the date of filing. The superintendent shall render his decision in writing to the grievant and the K.E.A. within ten (10) days of this meeting.

c. Level 3

If the grievance is not resolved at level 2, the grievant (with the concurrence of the Association Executive Committee) and the Board may by mutual agreement request that the matter be facilitated through the Federal Mediation and Conciliation Service (FMCS). The request for mediation shall be made within ten (10) days of the Level 2 decision. If the mediation process is not successful, cannot be timely heard, or is not initiated, the grievance may be advanced to Level 4.

d. Level 4

If the grievance is not resolved at Level 2 or at the conclusion of Level 3, the grievant, with the concurrence of the Association Executive Committee, may submit the grievance to arbitration within twenty (20) days. If the case pertains to a matter involving the individual rights of an individual grievant, and if the abandonment of the grievance would not adversely implicate the contractual rights of other members of the bargaining unit, the appeal to arbitration must be

supported by the individual grievant. However, the parties mutually recognize that abandonment of such a grievance shall have no precedential value with respect to other grievances that may arise. Any other type of grievance may be appealed to arbitration by the K.E.A. Selection of an arbitrator and conduct of any hearing shall be in accordance with the Voluntary Labor Arbitration Rules of the American Arbitration Association. If a mutual selection of an arbitrator is not achieved from the first panel of names provided by the American Arbitration Association, a second panel of names shall be provided to the parties. If a mutual selection of an arbitrator is not achieved from the second panel of names provided by the American Arbitration Association, a third panel consisting of three (3) names shall be provided to the parties from which an arbitrator shall be selected in accordance with standard American Arbitration Association procedure, unless otherwise mutually agreed. The arbitrator shall have no authority to modify the terms of this agreement and the award shall be binding upon the parties. The cost of arbitration shall be borne equally by the Board and the K.E.A. and every reasonable effort shall be made to schedule hearings so as not to interfere with the assigned duties of members of the bargaining unit.

ARTICLE XX - BACKGROUND CHECKS

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, and DFAs.

All teaching employees new to the district shall be conditionally employed until the Board receives the results of a criminal records check as directed by Ohio Revised Code 3319.39. The Board shall initiate the check as promptly as possible, and in no case later than the next business day following Board approval of conditional employment of a teaching employee. During that period of conditional employment, the new teaching employee shall be considered a member of the bargaining unit represented by the Association and entitled to all provisions of the Board – Association Agreement. If the report received from the background check indicates that the individual does not qualify for employment as defined in Ohio Revised Code 3319.29(B)(1), the individual shall be informed that he/she is being released immediately from conditional employment and the reason, i.e. the report from the background check, for the release. No individual released from conditional employment under this section, nor the Association or any other agency or individual acting upon the employee's behalf, shall have the right to bring a grievance, request arbitration or initiate any other legal proceeding against or involving the Board of education to contest an employee's release from conditional employment by the Board pursuant to 3319.30(B)(1) and this section.

ARTICLE XXI - TUTORS AND SUBSTITUTES

1. Unless otherwise stated in this collective bargaining agreement and/or this article, all provisions of the collective bargaining agreement shall apply to the following members:

    a. Tutors

    b. Home Instruction Tutors (HITs) after sixty (60) consecutive days in a single home tutoring assignment

    c. English Language Learner Specialists (ELLs)

    d. Designated for Assignment Substitutes (DFAs)

    e. Substitute Leave Replacement Teachers (SLRTs)

2. Probationary Period: Tutors, ELLs, HITs and DFAs must satisfactorily complete a probationary period of forty-five (45) school days. Such individuals are subject to dismissal at any time within that forty-five (45) day probationary period without resort to any provisions of this collective bargaining agreement or the completion of termination procedures under Revised Code 3319.16 and 3319.161.

3. A DFA who replaces a teacher on a long-term leave of absence and who completes sixty consecutive school days or more in that single teaching assignment shall be deemed a “Substitute Leave Replacement Teacher” and, effective with the sixty-first consecutive day in said assignment, entitled to placement on the regular teacher salary schedule and the benefits of other provisions of this agreement for the remainder of that school year.

4. Workday

    a. DFA substitutes (other than those employed as substitute leave replacement teachers) shall be expected to report for duty on each day when school is in session and students are in attendance and are compensated on a per diem basis for their work,

    b. HITs, given the sporadic nature of their assignments, are assigned on an as needed basis to tutor students whose individual circumstances require home instruction. In each instance of assignment, the tutor will be advised of his/her schedule at the outset of the assignment by the superintendent or designee, with regular updates to follow.

    c. The work day for Tutors and ELLs shall be established on an annual basis. Those work hours, once established, shall not be reduced after completion

of the last full week of September. Should the number of hours for tutoring services or ELL services in a particular year become unnecessary due to, for example, student reassignment, the Tutors shall be subject to reassignment to other comparable instructional duties or supervisory duties. The work day schedule for Tutors and ELLs may not include periods, during the day, of unassigned time for which no compensation is provided unless approved by the affected tutor and K.E.A. president.

d. Tutors, HITs and ELLs shall be paid preparation time equal to the minimum teacher directed preparation time provided to teachers in the building he/she is assigned. The preparation time will be exclusive of lunch periods, homeroom assignments and posting time. Preparation time for less than a full time tutor assignment will be prorated.

e. At the elementary level there shall be a minimum of thirty (30) continuous minutes of planning time each day, unless agreed upon by the Tutors, HIT or ELL. Blocks of less than twenty (20) minutes shall not be counted as part of the member's teacher directed time. At the middle school and high school there shall be a minimum of thirty (30) continuous minutes of planning time each day. Blocks of less than fifteen (15) minutes shall not be counted as part of the teacher directed planning time.

f. All Tutors and ELLs who work twenty (20) hours or more per week shall receive, each day, an unpaid duty free lunch of at least one-half (1/2) hour.

g. Tutors, HITs, and ELLs and any other hourly member of the bargaining unit shall not attend any meetings beyond their regularly scheduled day unless they are compensated at their appropriate hourly rate. Prior administrative approval is required for additional time.

5. Contract Rights

   a. DFAs, SLRTs, and HITs

      i. Contracts issued shall be considered automatically non-renewed at the conclusion of each school year without the necessity of further action by the Board or delivery of notice of nonrenewal.

      ii. DFAs, SLRTs, and HITs shall not be deemed eligible for, nor entitled to, receive continuing contracts under Revised Code 3319.11

      iii. DFAs, SLRTs, and HITs shall not be entitled to preference for voluntary transfer under Article XII for other bargaining unit positions, e.g. classroom teaching.

iv. When a SLRT is employed in the same capacity for a second consecutive school year, effective with his/her first day of employment in that second school year, she/he will be entitled to placement on the regular teacher salary schedule and the benefits of other provisions of this agreement for the remainder of that school year.

b. Tutors and ELLs

i. Tutors and ELLs shall be deemed eligible to be considered for continuing contract status under Revised Code Section 3319.11, but if awarded such continuing contract status, their status shall be applicable only for a position with the Board as a Tutors and/or ELL, respectively and shall not entitle its holder to any special rights to a classroom teaching position.

6. Tutor Schedules

KENSTON LOCAL SCHOOL DISTRICT

SCHOOL YEARS 24-25

TUTOR RATES

SY 24-25	**Base**	**$ 46,520**

Step	1 ***BA***	2 ***BA 150***	3 ***MA***	4 ***MA 15***
0 - 3	$ 34.69	$ 35.89	$ 37.15	$ 38.45
4 - 6	$ 35.89	$ 37.15	$ 38.45	$ 39.80
7 - 9	$ 37.15	$ 38.45	$ 39.80	$ 41.19
10 - 14	$ 38.45	$ 39.80	$ 41.19	$ 42.64
15 - 19	$ 39.80	$ 41.19	$ 42.64	$ 44.12
20 - 24	$ 44.13	$ 45.66	$ 47.25	$ 48.82
25+	$ 47.25	$ 48.83	$ 50.46	$ 52.13

KENSTON LOCAL SCHOOL DISTRICT

SCHOOL YEARS 25-26

TUTOR RATES

SY 25-26	**Base**	**$ 47,450**

	1	2	3	4
Step	***BA***	***BA 150***	***MA***	***MA 15***
0 - 3	$ 35.38	$ 36.61	$ 37.89	$ 39.22
4 - 6	$ 36.61	$ 37.89	$ 39.22	$ 40.59
7 - 9	$ 37.89	$ 39.22	$ 40.59	$ 42.02
10 - 14	$ 39.22	$ 40.59	$ 42.02	$ 43.49
15 - 19	$ 40.59	$ 42.02	$ 43.49	$ 45.01
20 - 24	$ 45.01	$ 46.58	$ 48.19	$ 49.80
25+	$ 48.19	$ 49.80	$ 51.46	$ 53.17

KENSTON LOCAL SCHOOL DISTRICT

SCHOOL YEARS 26-27

TUTOR RATES

SY 26-27	**Base**	**$ 48,518**

	1	2	3	4
Step	***BA***	***BA 150***	***MA***	***MA 15***
0 - 3	$ 36.17	$ 37.44	$ 38.75	$ 40.10
4 - 6	$ 37.44	$ 38.75	$ 40.10	$ 41.51
7 - 9	$ 38.75	$ 40.10	$ 41.51	$ 42.96
10 - 14	$ 40.10	$ 41.51	$ 42.96	$ 44.47
15 - 19	$ 41.51	$ 42.96	$ 44.47	$ 46.02
20 - 24	$ 46.02	$ 47.62	$ 49.27	$ 50.92
25+	$ 49.27	$ 50.92	$ 52.62	$ 54.36

ARTICLE XXII - LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

Applies to all members of the bargaining unit, including Tutors, HITs, ELLs, SLRTs, and DFAs.

1. Pursuant to Ohio Revised Code 3319.22 (A) and OAC 3301-24-08 (Teacher Licensure Law and Regulations), a local professional development committee (LPDC) shall be established to review professional development plans composed of course work, continuing education units and other equivalent activities, and to approve district programs for credit. The LPDC and its individual members shall be responsible for complying with state law and regulations.

2. The LPDC will be responsible for developing and implementing in-service programs for professional staff to explain the Individual Professional Development Plan and Master Teacher process and the function of the LPDC.

3. The Board will provide the LPDC with meeting space.

4. The LPDC will establish an appeals process following the establishment of state guidelines.

5. The LPDC shall establish its rules and operating procedures.

6. The District shall have one (1) LPDC to serve all staff members.

7. The LPDC shall have nine (9) members. Five (5) teacher members shall be appointed by the KEA President. Terms, replacements and removal from office of teacher members shall be according to the K.E.A. constitution.

8. Four (4) administrative members shall be appointed by the superintendent.

9. The LPDC shall adhere to any changes in structure, scope, size, etc. as mandated by state statute.

10. Compensation: Each member of the LPDC shall be compensated at the current hourly rate used for curriculum writing (as referenced in Article XV(6)). A total of seventy-five (75) hours shall be allocated for utilization by each member for LPDC meetings during the course of one (1) school year. If necessary, requests and an explanation for additional hours for LPDC work shall be presented to the superintendent for his review by March 1 of a school year.

ARTICLE XXIII - RESIDENT EDUCATOR PROGRAM

a. The District shall follow the guidelines and requirements for the Resident Educator Program as described by the Ohio Department of Education for each teacher hired under a Resident Educator license for the duration required by the program. Teachers who serve as mentors shall be compensated at a rate of four hundred dollars ($400.00) for each year, per mentee, in the program.

b. The Board shall cover the cost of providing the ODE-required training to interested bargaining unit members who otherwise meet the eligibility requirements imposed by ODE, have taught a minimum of five (5) years in the district and possess a continuing contract. For the 2024-2025 school year, the goal will be to train two (2) mentors per building. Each year thereafter, the goal is to train at least one (1) additional mentor per building. Efforts will be made to match grade level/subject areas in assigning mentors. A mentor may have a maximum of two (2) mentees per school year.

c. The Mentor Teacher may not evaluate any Resident Educator in any way, including being requested or directed to make any recommendation regarding the continuing employment of the Resident Educator. The Mentor Teacher may not divulge any confidential information or documentation resulting from the Mentor/Mentee discussions, except in situations where disclosure would otherwise be required (e.g., child abuse/neglect, discrimination/harassment, etc.).

d. In the event that a KEA member is not available to serve as a Mentor to a Resident Educator, the Board will ensure compliance within the parameters of the Resident Educator program.

ARTICLE XXIV - TEACHER PROFESSIONAL ORGANIZATION STIPENDS

Applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, and DFAs.

Consistent with Rule 3307-6-01 of the Ohio Administrative Code and at no expense to the Board, the Board will pay a stipend to the association president, vice president, secretary and treasurer/membership chair. Each year on or before the second Monday in October, the association shall provide written certification of the stipend amounts to the Board's treasurer, which can in no event exceed the maximum allowed by Rule 3307-6-01. The association shall promptly and fully reimburse the Board for the total cost of stipends, including any applicable retirement costs.

ARTICLE XXV - FORM, EFFECT AND DURATION

Applies to all members of the bargaining unit including Tutors, HITs, ELLs, SLRTs, and DFAs.

1. Form

Within thirty (30) calendar days after the parties have appropriately indexed, proofread, and executed this agreement, the agreement shall be printed in booklet form by a professional printer and a copy distributed to teach member of the bargaining unit. Each new member of the bargaining unit will be furnished a copy of the agreement upon employment. The cost of printing shall be shared equally by the Board and the K.E.A. Fifty (50) extra copies shall be provided for K.E.A. and Board use. Any amendments of this agreement shall be printed at the parties' equal expense and distributed to each member of the bargaining unit on a sheet with an adhesive back for insertion into the appropriate section of the agreement.

2. Effect

If any term of this contract is held in conflict with any law of the state of Ohio or the United States, then that term shall be considered null and void to the extent necessary to be compatible with law without, however, impairing any other term of this contract. Consistent with the law, the parties shall meet within ten (10) days for the purpose of renegotiating the provisions declared contrary to law.

3. Duration

This agreement shall take effect March 1, 2024, and shall remain in full force and effect through and including February 28, 2027.

Now, therefore, this agreement between the parties is attested to by representatives whose signatures appear below:

KENSTON EDUCATION ASSOCIATION

By: _____
President

Date: 9-26-2024

KENSTON BOARD OF EDUCATION

_____
President

Date: 9-26-2024

APPENDIX A - SALARY SCHEDULES (attached)

Kenston Local School District
Teachers Salary Schedule
2024-2025

	1		2		3		4		5		6	
Step	Ba/Bs		Ba/Bs + 129		Ba/Bs + 138		MA		MA+15		MA+30	
0	46,520	1.0000	47,916	1.0300	49,311	1.0600	51,637	1.1100	53,266	1.1450	54,894	1.1800
	251.46		259.01		266.55		279.12		287.92		296.72	
1	48,148	1.0350	49,544	1.0650	50,940	1.0950	53,870	1.1580	55,498	1.1930	57,127	1.2280
	260.26		267.81		275.35		291.19		299.99		308.79	
2	49,777	1.0700	51,172	1.1000	52,568	1.1300	56,103	1.2060	57,731	1.2410	59,360	1.2760
	269.06		276.61		284.15		303.26		312.06		320.86	
3	51,405	1.1050	52,800	1.1350	54,196	1.1650	58,336	1.2540	59,964	1.2890	61,593	1.3240
	277.86		285.41		292.95		315.33		324.13		332.94	
4	53,033	1.1400	54,429	1.1700	55,824	1.2000	60,569	1.3020	62,197	1.3370	63,825	1.3720
	286.66		294.21		301.75		327.40		336.20		345.00	
5	54,894	1.1800	56,289	1.2100	57,685	1.2400	63,267	1.3600	64,895	1.3950	66,524	1.4300
	296.72		304.26		311.81		341.98		350.78		359.59	
6	56,754	1.2200	58,150	1.2500	59,546	1.2800	65,965	1.4180	67,594	1.4530	69,222	1.4880
	306.78		314.32		321.87		356.57		365.37		374.17	
7	58,615	1.2600	60,011	1.2900	61,406	1.3200	68,664	1.4760	70,292	1.5110	71,920	1.5460
	316.84		324.38		331.92		371.16		379.96		388.76	
8	60,476	1.3000	61,872	1.3300	63,267	1.3600	71,362	1.5340	72,990	1.5690	74,618	1.6040
	326.90		334.44		341.98		385.74		394.54		403.34	
9	62,569	1.3450	63,965	1.3750	65,361	1.4050	74,060	1.5920	75,688	1.6270	77,316	1.6620
	338.21		345.76		353.30		400.32		409.12		417.92	
10	64,663	1.3900	66,058	1.4200	67,454	1.4500	77,223	1.6600	78,851	1.6950	80,480	1.7300
	349.53		357.07		364.62		417.42		426.22		435.03	
11	66,756	1.4350	68,152	1.4650	69,547	1.4950	80,386	1.7280	82,015	1.7630	83,643	1.7980
	360.84		368.39		375.93		434.52		443.32		452.12	
12	68,850	1.4800	70,245	1.5100	71,641	1.5400	83,550	1.7960	85,178	1.8310	86,806	1.8660
	372.16		379.70		387.25		451.62		460.42		469.22	
13	71,176	1.5300	72,571	1.5600	73,967	1.5900	86,713	1.8640	88,341	1.8990	89,970	1.9340
	384.74		392.28		399.82		468.72		477.52		486.32	
14	73,502	1.5800	74,897	1.6100	76,293	1.6400	89,876	1.9320	91,505	1.9670	93,133	2.0020
	397.31		404.85		412.39		485.82		494.62		503.42	
15	73,502	1.5800	74,897	1.6100	76,293	1.6400	89,876	1.9320	91,505	1.9670	93,133	2.0020
	397.31		404.85		412.39		485.82		494.62		503.42	
16	73,502	1.5800	74,897	1.6100	76,293	1.6400	89,876	1.9320	91,505	1.9670	93,133	2.0020
	397.31		404.85		412.39		485.82		494.62		503.42	
17	75,246	1.6175	76,642	1.6475	78,037	1.6775	92,249	1.9830	93,877	2.0180	95,505	2.0530
	406.74		414.28		421.82		498.64		507.44		516.24	
18	75,246	1.6175	76,642	1.6475	78,037	1.6775	92,249	1.9830	93,877	2.0180	95,505	2.0530
	406.74		414.28		421.82		498.64		507.44		516.24	
19	76,991	1.6550	78,386	1.6850	79,782	1.7150	94,621	2.0340	96,250	2.0690	97,878	2.1040
	416.17		423.71		431.25		511.46		520.27		529.07	
20	78,735	1.6925	80,131	1.7225	81,526	1.7525	96,994	2.0850	98,622	2.1200	100,250	2.1550
	425.59		433.14		440.68		524.29		533.09		541.89	
21	78,735	1.6925	80,131	1.7225	81,526	1.7525	96,994	2.0850	98,622	2.1200	100,250	2.1550
	425.59		433.14		440.68		524.29		533.09		541.89	
22	80,480	1.7300	81,875	1.7600	83,271	1.7900	99,366	2.1360	100,995	2.1710	102,623	2.2060
	435.03		442.57		450.11		537.11		545.92		554.72	
23	80,480	1.7300	81875	1.7600	83,271	1.7900	99,366	2.1360	100,995	2.1710	102,623	2.2060
	435.03		442.57		450.11		537.11		545.92		554.72	
24	80,480	1.7300	81,875	1.7600	83,271	1.7900	99,366	2.1360	100,995	2.1710	102,623	2.2060
	435.03		442.57		450.11		537.11		545.92		554.72	
25	82,224	1.7675	83,620	1.7975	85,015	1.8275	101,739	2.1870	103,367	2.2220	104,995	2.2570
	444.45		452.00		459.54		549.94		558.74		567.54	
26	82,224	1.7675	83,620	1.7975	85,015	1.8275	101,739	2.1870	103,367	2.2220	104,995	2.2570
	444.45		452.00		459.54		549.94		558.74		567.54	
27	83,968	1.8050	85,364	1.8350	86,760	1.8650	104,111	2.2380	105,740	2.2730	107,368	2.3080
	453.88		461.43		468.97		562.76		571.57		580.37	

APPENDIX A - SALARY SCHEDULES (attached)

Kenston Local School District
Teachers Salary Schedule
2025-2026

	1		2		3		4		5		6	
Step	Ba/Bs		Ba/Bs + 129		Ba/Bs + 138		MA		MA+15		MA+30	
0	47,450	1.0000	48,874	1.0300	50,298	1.0600	52,670	1.1100	54,331	1.1450	55,992	1.1800
	256.49		264.18		271.88		284.70		293.68		302.66	
1	49,111	1.0350	50,535	1.0650	51,958	1.0950	54,948	1.1580	56,608	1.1930	58,269	1.2280
	265.46		273.16		280.85		297.02		305.99		314.97	
2	50,772	1.0700	52,196	1.1000	53,619	1.1300	57,225	1.2060	58,886	1.2410	60,547	1.2760
	274.44		282.14		289.83		309.32		318.30		327.28	
3	52,433	1.1050	53,856	1.1350	55,280	1.1650	59,503	1.2540	61,164	1.2890	62,824	1.3240
	283.42		291.11		298.81		321.64		330.62		339.59	
4	54,094	1.1400	55,517	1.1700	56,941	1.2000	61,780	1.3020	63,441	1.3370	65,102	1.3720
	292.40		300.09		307.79		333.95		342.92		351.90	
5	55,992	1.1800	57,415	1.2100	58,839	1.2400	64,533	1.3600	66,193	1.3950	67,854	1.4300
	302.66		310.35		318.05		348.83		357.80		366.78	
6	57,890	1.2200	59,313	1.2500	60,737	1.2800	67,285	1.4180	68,945	1.4530	70,606	1.4880
	312.92		320.61		328.31		363.70		372.68		381.65	
7	59,788	1.2600	61,211	1.2900	62,635	1.3200	70,037	1.4760	71,698	1.5110	73,358	1.5460
	323.18		330.87		338.57		378.58		387.56		396.53	
8	61,686	1.3000	63,109	1.3300	64,533	1.3600	72,789	1.5340	74,450	1.5690	76,110	1.6040
	333.44		341.13		348.83		393.45		402.43		411.41	
9	63,821	1.3450	65,244	1.3750	66,668	1.4050	75,541	1.5920	77,202	1.6270	78,862	1.6620
	344.98		352.67		360.37		408.33		417.31		426.28	
10	65,956	1.3900	67,380	1.4200	68,803	1.4500	78,768	1.6600	80,428	1.6950	82,089	1.7300
	356.52		364.22		371.91		425.77		434.75		443.72	
11	68,091	1.4350	69,515	1.4650	70,938	1.4950	81,994	1.7280	83,655	1.7630	85,316	1.7980
	368.06		375.76		383.45		443.21		452.19		461.17	
12	70,227	1.4800	71,650	1.5100	73,074	1.5400	85,221	1.7960	86,882	1.8310	88,542	1.8660
	379.61		387.30		394.99		460.65		469.63		478.61	
13	72,599	1.5300	74,023	1.5600	75,446	1.5900	88,447	1.8640	90,108	1.8990	91,769	1.9340
	392.43		400.12		407.82		478.09		487.07		496.05	
14	74,972	1.5800	76,395	1.6100	77,819	1.6400	91,674	1.9320	93,335	1.9670	94,996	2.0020
	405.25		412.95		420.64		495.54		504.51		513.49	
15	74,972	1.5800	76,395	1.6100	77,819	1.6400	91,674	1.9320	93,335	1.9670	94,996	2.0020
	405.25		412.95		420.64		495.54		504.51		513.49	
16	74,972	1.5800	76,395	1.6100	77,819	1.6400	91,674	1.9320	93,335	1.9670	94,996	2.0020
	405.25		412.95		420.64		495.54		504.51		513.49	
17	76,751	1.6175	78,174	1.6475	79,598	1.6775	94,094	1.9830	95,755	2.0180	97,415	2.0530
	414.87		422.56		430.26		508.62		517.59		526.57	
18	76,751	1.6175	78,174	1.6475	79,598	1.6775	94,094	1.9830	95,755	2.0180	97,415	2.0530
	414.87		422.56		430.26		508.62		517.59		526.57	
19	78,530	1.6550	79,954	1.6850	81,377	1.7150	96,514	2.0340	98,175	2.0690	99,835	2.1040
	424.49		432.18		439.88		521.70		530.68		539.65	
20	80,310	1.6925	81,733	1.7225	83,157	1.7525	98,934	2.0850	100,595	2.1200	102,255	2.1550
	434.11		441.80		449.50		534.78		543.76		552.73	
21	80,310	1.6925	81,733	1.7225	83,157	1.7525	98,934	2.0850	100,595	2.1200	102,255	2.1550
	434.11		441.80		449.50		534.78		543.76		552.73	
22	82,089	1.7300	83,513	1.7600	84,936	1.7900	101,354	2.1360	103,015	2.1710	104,675	2.2060
	443.72		451.42		459.11		547.86		556.84		565.81	
23	82,089	1.7300	83513	1.7600	84,936	1.7900	101,354	2.1360	103,015	2.1710	104,675	2.2060
	443.72		451.42		459.11		547.86		556.84		565.81	
24	82,089	1.7300	83,513	1.7600	84,936	1.7900	101,354	2.1360	103,015	2.1710	104,675	2.2060
	443.72		451.42		459.11		547.86		556.84		565.81	
25	83,868	1.7675	85,292	1.7975	86,715	1.8275	103,774	2.1870	105,435	2.2220	107,095	2.2570
	453.34		461.04		468.73		560.94		569.92		578.89	
26	83,868	1.7675	85,292	1.7975	86,715	1.8275	103,774	2.1870	105,435	2.2220	107,095	2.2570
	453.34		461.04		468.73		560.94		569.92		578.89	
27	85,648	1.8050	87,071	1.8350	88,495	1.8650	106,194	2.2380	107,854	2.2730	109,515	2.3080
	462.96		470.65		478.35		574.02		582.99		591.97	

APPENDIX A - SALARY SCHEDULES (attached)

Kenston Local School District
Teachers Salary Schedule
2026-2027

	1		2		3		4		5		6	
Step	Ba/Bs		Ba/Bs + 129		Ba/Bs + 138		MA		MA+15		MA+30	
0	48,518	1.0000	49,974	1.0300	51,429	1.0600	53,855	1.1100	55,553	1.1450	57,251	1.1800
	262.26		270.13		277.99		291.11		300.29		309.46	
1	50,216	1.0350	51,672	1.0650	53,127	1.0950	56,184	1.1580	57,882	1.1930	59,580	1.2280
	271.44		279.31		287.17		303.70		312.88		322.05	
2	51,914	1.0700	53,370	1.1000	54,825	1.1300	58,513	1.2060	60,211	1.2410	61,909	1.2760
	280.62		288.49		296.35		316.29		325.46		334.64	
3	53,613	1.1050	55,068	1.1350	56,524	1.1650	60,842	1.2540	62,540	1.2890	64,238	1.3240
	289.80		297.66		305.54		328.88		338.05		347.23	
4	55,311	1.1400	56,766	1.1700	58,222	1.2000	63,171	1.3020	64,869	1.3370	66,567	1.3720
	298.98		306.84		314.71		341.46		350.64		359.82	
5	57,251	1.1800	58,707	1.2100	60,162	1.2400	65,985	1.3600	67,683	1.3950	69,381	1.4300
	309.46		317.34		325.20		356.68		365.85		375.03	
6	59,192	1.2200	60,648	1.2500	62,103	1.2800	68,799	1.4180	70,497	1.4530	72,195	1.4880
	319.96		327.83		335.69		371.89		381.06		390.24	
7	61,133	1.2600	62,588	1.2900	64,044	1.3200	71,613	1.4760	73,311	1.5110	75,009	1.5460
	330.45		338.31		346.18		387.10		396.28		405.45	
8	63,073	1.3000	64,529	1.3300	65,985	1.3600	74,427	1.5340	76,125	1.5690	77,823	1.6040
	340.94		348.81		356.68		402.31		411.49		420.66	
9	65,257	1.3450	66,712	1.3750	68,168	1.4050	77,241	1.5920	78,939	1.6270	80,637	1.6620
	352.74		360.61		368.48		417.52		426.70		435.88	
10	67,440	1.3900	68,896	1.4200	70,351	1.4500	80,540	1.6600	82,238	1.6950	83,936	1.7300
	364.54		372.41		380.28		435.35		444.53		453.71	
11	69,623	1.4350	71,079	1.4650	72,534	1.4950	83,839	1.7280	85,537	1.7630	87,235	1.7980
	376.34		384.21		392.08		453.18		462.36		471.54	
12	71,807	1.4800	73,262	1.5100	74,718	1.5400	87,138	1.7960	88,836	1.8310	90,534	1.8660
	388.15		396.01		403.88		471.02		480.19		489.37	
13	74,233	1.5300	75,688	1.5600	77,144	1.5900	90,437	1.8640	92,136	1.8990	93,834	1.9340
	401.26		409.12		416.99		488.85		498.03		507.21	
14	76,658	1.5800	78,114	1.6100	79,569	1.6400	93,737	1.9320	95,435	1.9670	97,133	2.0020
	414.37		422.24		430.10		506.69		515.86		525.04	
15	76,658	1.5800	78,114	1.6100	79,569	1.6400	93,737	1.9320	95,435	1.9670	97,133	2.0020
	414.37		422.24		430.10		506.69		515.86		525.04	
16	76,658	1.5800	78,114	1.6100	79,569	1.6400	93,737	1.9320	95,435	1.9670	97,133	2.0020
	414.37		422.24		430.10		506.69		515.86		525.04	
17	78,478	1.6175	79,933	1.6475	81,389	1.6775	96,211	1.9830	97,909	2.0180	99,607	2.0530
	424.21		432.07		439.94		520.06		529.24		538.42	
18	78,478	1.6175	79,933	1.6475	81,389	1.6775	96,211	1.9830	97,909	2.0180	99,607	2.0530
	424.21		432.07		439.94		520.06		529.24		538.42	
19	80,297	1.6550	81,753	1.6850	83,208	1.7150	98,685	2.0340	100,384	2.0690	102,082	2.1040
	434.04		441.91		449.77		533.43		542.62		551.79	
20	82,117	1.6925	83,572	1.7225	85,028	1.7525	101,160	2.0850	102,858	2.1200	104,556	2.1550
	443.88		451.74		459.61		546.81		555.99		565.17	
21	82,117	1.6925	83,572	1.7225	85,028	1.7525	101,160	2.0850	102,858	2.1200	104,556	2.1550
	443.88		451.74		459.61		546.81		555.99		565.17	
22	83,936	1.7300	85,392	1.7600	86,847	1.7900	103,634	2.1360	105,332	2.1710	107,031	2.2060
	453.71		461.58		469.44		560.18		569.36		578.55	
23	83,936	1.7300	85392	1.7600	86,847	1.7900	103,634	2.1360	105,332	2.1710	107,031	2.2060
	453.71		461.58		469.44		560.18		569.36		578.55	
24	83,936	1.7300	85,392	1.7600	86,847	1.7900	103,634	2.1360	105,332	2.1710	107,031	2.2060
	453.71		461.58		469.44		560.18		569.36		578.55	
25	85,755	1.7675	87,211	1.7975	88,667	1.8275	106,109	2.1870	107,807	2.2220	109,505	2.2570
	463.54		471.41		479.28		573.56		582.74		591.92	
26	85,755	1.7675	87,211	1.7975	88,667	1.8275	106,109	2.1870	107,807	2.2220	109,505	2.2570
	463.54		471.41		479.28		573.56		582.74		591.92	
27	87,575	1.8050	89,030	1.8350	90,486	1.8650	108,583	2.2380	110,281	2.2730	111,979	2.3080
	473.38		481.24		489.11		586.94		596.11		605.29	

APPENDIX B – EVALUATION FORMS

Teacher Performance Evaluation Rubric

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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys,*	**Use of High-Quality Student Data** Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
common assessments					and progress monitoring.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	The teacher plans lessons that demonstrate no connections to student prior learning or future learning.	The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear.	The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students.	The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
KNOWLEDGE OF STUDENTS	**Planning instruction for**	The teacher's instructional plan makes no connections to and	The teacher's instructional plan makes minimal connections to student	The teacher's instructional plan reflects connections to student experiences,	The teacher's instructional plan reflects consistent

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
(Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys*	**the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	experiences, culture, developmental characteristics or student backgrounds.	culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration	**Communi-cation with students** Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used. The teacher does not demonstrate content	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals. The teacher demonstrates some content knowledge by	The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students. The teacher consistently demonstrates content	The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
and Communication) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review*		knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement. The teacher does not give students feedback.	using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson. Feedback to students is general, occasional or limited and may not always support student learning.	knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking. The teacher gives students substantive, specific and timely feedback to support their learning.	communication techniques. The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions. The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY *(continued)*					feedback to each other and reflect on their own strengths and challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities.	Learning is primarily teacher directed. Students participate in whole class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
		There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.	independent, collaborative and whole class learning opportunities to maximize student learning. Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys*	**Classroom routines and procedures** Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
				anticipates and effectively addresses needs related to student sense of well-being.	and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation,*	**Use of assessments** Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments. The teacher fails to analyze data and makes little or no attempt to	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
classroom walk-throughs/informal observations, assessments, student portfolios, post-conference		modify instruction to meet student needs. The teacher does not share evidence of student learning with students.	modifications do not meet student needs. The teacher shares evidence of student learning with students.	targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students. The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
					achievement for most students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference,*	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Communication and	The teacher does not communicate and/or	The teacher inconsistently or unsuccessfully	The teacher effectively communicates and	The teacher initiates effective communication

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
artifacts, self-assessment, peer review	**collaboration with colleagues** Element 6.3	collaborate with colleagues.	communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Professional learning	The teacher sets short-term and long-term professional goals but	The teacher sets and monitors short-term and long-term professional goals	The teacher sets short-term and long-term professional goals and	The teacher consistently pursues best practices and sets,

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Element 7.2 Element 7.3	fails to monitor progress or take action to meet the goals.	but fails to take appropriate action to meet the goals.	monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Professional Growth Plan

The Professional Growth Plan helps the teacher identify areas of professional development that will enable the teacher to enhance practice. The teacher is accountable for implementing and completing the plan. The plan must align to any district and/or building improvement plan(s). The Professional Growth Plan is developed annually. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher.

The Professional Growth Plan should reflect the evidence available and focus on the most recent evaluation and observations. The Professional Growth Plan should be individualized to the needs of the teacher. The school or district should provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The Professional Growth Plan must be clear and comprehensive. It is aligned to the most recent evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

Teacher Name: Evaluator Name: ☐ Self-Directed ☐ Jointly Developed ☐ Evaluator Guided

(Accomplished) (Skilled) (Developing)

Choose the **Domain(s)** aligned to the goal(s).			
☐Focus for Learning ☐Knowledge of Students ☐Lesson Delivery		☐Classroom Environment ☐Assessment of Student Learning ☐Professional Responsibilities	
Goal Statement(s) Demonstrating Performance on ***Ohio Standards for the Teaching Profession***	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed
Describe the alignment to district and/or building improvement plan(s):			
Comments:			

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement.

The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take corrective actions in the timeline specified in the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under the plan.

Section 1: Improvement Statement—List specific area(s) for improvement related to the ***Ohio Standards for the Teaching Profession***. Attach documentation.

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

Section 2: Desired Level of Performance—List specific goal(s) to improve performance. Indicate what will be measured for each goal.

List Goal Statement(s) Indicating Performance on ***Ohio Standards for the Teaching Profession***	Beginning Date	Ending Date	Level of Performance: Specifically Describe Successful Improvement Target(s)

Section 3: Specific Plan of Action—Describe in detail specific actions the teacher must take to improve performance. Indicate the sources of evidence the evaluator will use to document the completion of the Improvement Plan.

Actions to be Taken	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)

Section 4: Assistance and Professional Development—Describe in detail specific supports that will be provided as well as opportunities for professional development.

Section 5: Alignment to District and/or Building Improvement Plan(s)— Describe the alignment to district and/or building improvement plan(s).

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

The Improvement Plan will be evaluated at the end of the time specified in the plan. Outcomes from the Improvement Plan will be one of the following.

☐ 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 the recommended action.

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Pre-Conference Planning

Ohio Teacher Evaluation System 2.0

Sample Pre-Conference Questions to Guide a Coaching Conversation

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

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING

- What content will students know/understand? What skills will they demonstrate?
- How has high-quality student data been utilized to set developmentally appropriate goals for student learning?
- What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?
- How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's Learning Standards?

KNOWLEDGE OF STUDENTS

- What should the evaluator know about the student population?
- How was it determined that this is a developmentally appropriate learning activity?
- How does this lesson connect to students' experiences and/or culture?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY

- How will the goals for learning be communicated to students?
- What questioning techniques will be used to check for understanding and encourage higher-level thinking?
- What collaborative and whole class instructional strategies will be used to engage all students?
- How will feedback be used to support student learning?
- What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

CLASSROOM ENVIRONMENT

- How do you demonstrate regard for student perspectives, experiences and culture?
- How do you ensure interactions are respectful and supportive?
- How are students involved in establishing and maintaining classroom routines and procedures?

ASSESSMENT OF STUDENT LEARNING

- How will you check for student understanding during the lesson?
- What potential learning obstacles might students encounter?
- What different methods of assessment are used in this lesson?
- How will you use assessment data to inform your next steps?
- What evidence does high-quality student data provide about student learning?

PROFESSIONALISM

PROFESSIONAL RESPONSIBILITIES

- Discuss ways you reflect on and analyze your teaching.
- How do you collaborate with colleagues to improve student learning and instructional practice?
- How do you promote two-way communication with students? With families?

Planning for the Post-Conference
Ohio Teacher Evaluation System 2.0
Post-Conference Planning

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

Considerations

Before deciding which reflective questions are best matched to the educator's performance and goals, consider the following:

- What focus area(s) might be/were identified after the Formal Holistic Observation? What evidence has been demonstrated to support growth in the focus area(s)?
- What are the teacher's goals on the Professional Growth Plan (PGP)? Do the measurable indicators identified on the PGP demonstrate progress on the plan?
- What does the teacher's high-quality student data (HQSD) demonstrate about instruction and student learning?
- How has the teacher provided evidence of *use* of the HQSD to impact student learning and teacher practice?
- What further supports might this teacher need to enhance practice and demonstrate growth?

Reflective Questions

The number and type of focus area(s) (strength and/or area of growth) are determined locally.

- Record 3 to 5 reflective questions aligned to the identified focus area(s) that would enhance a strength and/or support an area of growth.

1.

2.

3.

4.

5.

Three Key Elements of the Instructional Post-Conference

Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
    - Review Conference Process
    - General Impression Question: "How do you think the lesson went?"

2. Focus area(s)
    - Discuss identified focus area(s)
    - Ask self-reflection question/s
    - Provide evidence from notes

- Share resources and supports

3. Present evidence and rating connected to the rubric.

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: 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 a walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation, nor is this an exhaustive list of evidence that may be observed. This record, along with records of additional informal observations, will be used to inform the holistic evaluation of the teacher.

EVALUATOR OBSERVATIONS	
☐ Teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals	☐ Communication strategies and questioning techniques check for understanding and encourage higher-level thinking
☐ Instructional time is used effectively	☐ Information is presented in multiple formats
☐ Teacher combines collaborative and whole class learning opportunities	☐ Routines, procedures and transitions are consistent, effective and maximize instructional time
☐ Rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher are evident	☐ Feedback is substantive, specific, timely and supports student learning
☐ Lesson makes clear and coherent connections with student prior learning and future learning	☐ Teacher selects, develops and uses multiple assessments
☐ Teacher demonstrates content knowledge and uses content-specific language and strategies to engage students	☐ Teacher uses differentiated instructional strategies and resources for groups of students
☐ Other:	☐ Other:

Identified Focus Area(s) and Aligned Evidence, if Applicable:

Evaluator Summary Comments:

Evaluator Signature: _____ ☐ **Photocopy to Teacher**

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: Open-Ended Form

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

Evaluator Name: **Time Walkthrough Begins:** **Time Walkthrough Ends:**

OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature: _____ ☐ **Photocopy to Teacher**

School Counselor Evaluation Rubric

The ***School Counselor Evaluation Rubric*** is intended to be scored holistically. This means the evaluator will assess which level provides the best *overall* description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
	The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.
	The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence				

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
	The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
	The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence				

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
Evidence				

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.
Evidence				

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
	The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
	The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
	The school counselor does not promote the program or the role of the school counselor in achieving the school's	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving	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

	mission and student success.	achieving the school's mission and student success.	the school's mission and student success.	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				

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.*

☐ Comprehensive School Counseling Program Plan
☐ Direct Services for Academic, Career, and Social/Emotional Development
☐ Indirect Services
☐ Evaluation and Data
☐ Leadership and Advocacy
☐ 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.*

☐ Academic ☐ College/Career ☐ Social/Emotional

Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

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.

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?

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

1. Introduction/Greeting/Establish Length:
   - Review conference process
   - General impression question: “How do you think the activity went?

2. Reinforcing the School Counselor:
   - Identify an area of reinforcement (ONLY one area)
   - Ask self-analysis question
   - Provide evidence from notes

3. 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

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**

EVALUATION SUMMARY REPORT RELATED SERVICES _____ SCHOOL YEAR

Occupational Therapy Speech/Language Therapy

Name _____ Date _____

(A) Accomplished: Performance and professional knowledge consistently exceeds the expectations of the organization and/or assigned district(s)
(S) Skilled: Performance and professional knowledge consistently meets expectations at an acceptable level for the organizations and/or assigned district(s).
(D) Developing**:** Acquiring and/or cultivating new skills or competencies. Improving current skills or is in a new assignment. Demonstrates a need for continued growth.
(I) Ineffective**:** Performance does not meet acceptable requirements and/or expectations of the district.. An Improvement Plan may be developed and implemented.

A	S	D	I	*I. Evaluation and Assessment*	Comments
				Completes evaluations within time frame as required by policies/procedures.	
				Appropriately selects and administers formal and informal evaluations which provide information as to the strengths and weaknesses of the student.	
				Appropriately presents reports to school team and to families which are clear, coherent, and contain relevant information presented in technically correct and understandable language.	
				Develops clearly defined and appropriate goals and objectives for students based upon assessment data.	
				Works cooperatively with school staff and parents to develop their portion of the IEP (present levels, goals, objectives or benchmarks, services, accommodations/modifications, etc.).	
A	**S**	**D**	**I**	***II. Treatment and Delivery of Services***	**Comments**
				Uses instructional time efficiently	
				Establishes instructional procedures and implements effective techniques that facilitate progress in relevant area of therapy, as well as overall needs of the student(s) based on data.	
				Sets expectations and effectively manages student behavior.	

				Evaluates progress regularly and documents on the IEP progress report in a timely manner.	
				Lessons and interventions for each student are related to and appropriate for IEP goals and objectives.	
				Therapy services are provided in the least restrictive manner and integrated into the classroom/program/school setting to the greatest degree possible, as appropriate.	
				Redesigns treatment program as student progresses or regresses and assesses the appropriate time to discontinue treatment when necessary.	
				Interactions with student(s) demonstrate care, concern, and respect and an environment is created which is conducive to learning.	
A	**S**	**D**	**I**	**III. *Consultation and Collaboration***	**Comments**
				Collaborates with other service providers to ensure students are being served appropriately.	
				Maintains positive interpersonal relationships with families.	
				Maintains positive interpersonal relationships with teachers, administrators, and other professionals.	
				Engages in problem solving behavior when conflicts arise.	
				Is visible and available to staff, family and school administration.	
				Communicates effectively both orally and in writing with parents, students, colleagues, and supervisor(s).	
				Has knowledge of, and can recommend, appropriate interventions, treatments, etc. to other staff working with assigned student(s).	
A	**S**	**D**	**I**	**IV Professional Skills and Growth**	**Comments**
				Continues professional development through coursework and/or seminars, professional reading and membership in professional organizations	
				Maintains an efficient and effective record keeping system; records reflect accurate documentation including a description of intervention strategies provided and the student's response to these strategies.	
				Implements advancements and updated techniquest in the discipline	
				Takes initiative to carry out job responsibilities	

A	S	D	I	V. *Professional Responsibility*	Comments
				Understands and implements Due Process procedures as they relate to school-based therapy.	
				Protects confidentiality of students, faculty and families.	
				Follows standards of professional and ethical conduct as defined by professional organizations (Ohio Licensure Board).	
				Completes required forms, reports, and other necessary paperwork accurately and on time.	
				Exhibits regular attendance and punctuality for meetings, appointments, work, and other timelines.	

Comments from District Administration:

Evaluator Comments:

Employee Comments:

Your signature does not necessarily indicate agreement with the evaluation, but rather that you have received a copy of the form.

Employee Signature_____Date_____

Evaluator Signature_____Date_____

APPENDIX C – FORMS

Employee's Absence Report

KENSTON SCHOOLS EMPLOYEE'S ABSENCE REPORT

NAME _____ NO. OF DAYS _____
Please use decimals: .25, .50, .75, 1.25, etc.

ID NO._____ DATES _____

_____

My Absence was due to: (Please check one) (Please check one)

1. EMPLOYEE: ___Illness ___Injury (SI) _____
   ____Pregnancy _____Dr. Appointment (*See Below)

2. IMMEDIATE FAMILY ILLNESS OR SERIOUS INJURY (SI) _____
   Relationship must correspond with your negotiated agreement Relationship

3. DEATH IN IMMEDIATE FAMILY (SI) _____
   Relationship must correspond with your negotiated agreement Relationship

4. JURY DUTY (OT) _____

5. PROFESSIONAL LEAVE *Please explain below (PR) _____

6. PERSONAL LEAVE ** **Pre-submission must correspond with your negotiated agreement** (PL) _____

7. SPECIAL LEAVE **Prior Supt. approval necessary** (OT) _____
   ____Rosh Hashanah ____Yom Kippur

   ____Personal Leave exhausted* ____Emergency*
   *Please explain below *Please explain below

8. **IN-DISTRICT MEETING or FIELD TRIP** (that requires a Substitute) (PR) _____
   *Please explain below

9. VACATION (12 Month Employees) (VA) _____

10. OTHER_____*Please explain below (___) _____

_____ _____
Employee's Signature/Date Administrator's Signature/Date

*If you have been or will be attended by a doctor, please submit doctor's name.

_____
Superintendent's Signature

_____
Doctor's name Date:_____

_____ Approval_____ Non-Approval_____
Substitute Employed

*If Nos. 5, 7, 8 or 10 are checked as reasons for absence, a full explanation of the circumstances must be provided in this space:

_____

_____

TOP COPY-Central Office.....MIDDLE COPY-Building.....BOTTOM COPY-Employee absence form.wd 2/06/08.cpv

Child Rearing Leave Request

KENSTON

CHILD-REARING LEAVE REQUEST
(Article VII, Board-KEA Agreement)

Dear Superintendent:

Pursuant to Article VII, I hereby request leave without pay for reasons of child-rearing, such leave to commence _____. I understand this leave is for the balance of this current school year unless my request for a short duration is approved by the Superintendent. I do ____, do not _____ request leave of a shorter duration. Per Article VII, to the extent my health insurance benefits are not covered by family and medical leave, I may maintain such coverage during the leave by paying the full cost of such coverage. I understand my payment for such coverage must be received at the Board Office by the 5th day of the month of coverage. I do do not elect this option.

Employee Signature _____ Date

NAME:				SCHOOL:
ID No.:				Address:
Phone:				
Anticipated Due Date:				Last Work Day:
Return to Work Date:				
CONTINUATION OF BENEFITS ONCE ON LEAVE WITHOUT PAY AND/OR FMLA PAID BENEFITS				Board Office Use Only
Benefit Name	Yes	No	FMLA	
Medical				COBRA:
Dental				Sick leave balance:_____ as of _____
Life Insurance				

_____ _____
Superintendent Signature Board Meeting Approval Date

cc: Building Principal
Treasurer

cpr\Childrearingltrfrm.doc: March 29, 2016

Maternity Leave Request

KENSTON

MATERNITY LEAVE REQUEST

Dear Superintendent:

I hereby request maternity leave to commence _____.
I will____, will not____ return to work at the completion of ten calendar weeks from the baby's birth date.

I understand that if I do not intend to return to work after ten calendar weeks, I must complete a Child Rearing (Without Pay) Request Form.

(Maternity leave is charged to accumulated sick leave balances. Employees without available sick leave will not be compensated.)

_____ _____
Employee Signature Date

NAME:				SCHOOL:
ID No.				Home Address:
Home Phone:				
Anticipated Due Date:				Last Work Day:
Return to work Date:				
CONTINUATION OF BENEFITS ONCE ON LEAVE WITHOUT PAY AND/OR FMLA PAID BENEFITS				Board Office Use Only (Board Approval not necessary for use of sick leave)
Benefit Name	Yes	No	FMLA	
Medical Dental				COBRA: Sick leave balance:_____as of _____
Life Insurance				D.O.B.:

_____ _____
Superintendent Signature Date

Please send cc to: Building Principal_____ Treasurer _____

Maternity leave request cv.doc

Tutor Evaluation Form

TUTOR EVALUATION FORM

Appraisee _____

Area of Responsibility _____

Building _____

Date of Pre-conference _____

Date of Observation_____

I. Description of Lesson

II. Commendable Performance Areas

III. Performance Areas Outlined for Improvement

IV. Methods for Improvement

Appraisee's Signature _____

Appraiser's Signature _____

Date of Post-conference _____

The above signature certifies that the appraisee's performance has been reviewed in conference. The appraisee must have a copy of this form. This does not necessarily mean that agreement exists.

FMLA Form 12

Certification of Health Care Provider for Employee's Serious Health Condition under the Family and Medical Leave Act

U.S. Department of Labor
Wage and Hour Division

WHD
WAGE AND HOUR DIVISION

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

OMB Control Number: 1235-0003
Expires: 6/30/2026

The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. 29 U.S.C. §§ 2613, 2614(c)(3); 29 C.F.R. § 825.305. The employer must give the employee at least 15 calendar days to provide the certification. If the employee fails to provide complete and sufficient medical certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, this form asks the health care provider for the information necessary for a complete and sufficient medical certification, which is set out at 29 C.F.R. § 825.306. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308.** Additionally, you **may not** request a certification for FMLA leave to bond with a healthy newborn child or a child placed for adoption or foster care.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1). If the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

(1) Employee name _____
First Middle Last

(2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(List date certification requested)

(3) The medical certification must be returned by _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

(4) Employee's job title: _____ Job description ☐ is / ☐ is not attached.

Employee's regular work schedule: _____

Statement of the employee's essential job functions:

_____

(The essential functions of the employee's position are determined with reference to the position the employee held at the time the employee notified the employer of the need for leave or the leave started, whichever is earlier.)

SECTION II - HEALTH CARE PROVIDER

Please provide your contact information, complete all relevant parts of this Section, and sign the form. Your patient has requested leave under the FMLA. The FMLA allows an employer to require that the employee submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to the serious health condition of the employee. For FMLA purposes, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves **inpatient care** or **continuing treatment by a health care provider.** For more information about the definitions of a serious health condition under the FMLA, see the chart on page 4.

You also may, but are **not required** to, provide other appropriate medical facts including symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment. Please note that some state or local laws may not allow disclosure of private medical information about the patient's serious health condition, such as providing the diagnosis and/or course of treatment.

Employee Name: _____

Health Care Provider's name: (Print) _____

Health Care Provider's business address: _____

Type of practice / Medical specialty: _____

Telephone: _____ Fax: _____ E-mail: _____

PART A: Medical Information

Limit your response to the medical condition(s) for which the employee is seeking FMLA leave. Your answers should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. **After completing Part A, complete Part B to provide information about the amount of leave needed.** Note: For FMLA purposes, "incapacity" means the inability to work, attend school, or perform regular daily activities due to the condition, treatment of the condition, or recovery from the condition. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b).

(1) State the approximate date the condition started or will start: _____ (mm/dd/yyyy)

(2) Provide your **best estimate** of how long the condition lasted or will last: _____

(3) Check the box(es) for the questions below, as applicable. For all box(es) checked, the amount of leave needed must be provided in Part B.

☐ **Inpatient Care**: The patient (☐ has been / ☐ is expected to be) admitted for an overnight stay in a hospital, hospice, or residential medical care facility on the following date(s): _____

☐ **Incapacity plus Treatment**: (e.g. outpatient surgery, strep throat)

Due to the condition, the patient (☐ has been / ☐ is expected to be) incapacitated for **more than** three consecutive, full calendar days from: _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy).

The patient (☐ was / ☐ will be) seen on the following date(s): _____

_____

The condition (☐ has / ☐ has not) also resulted in a course of continuing treatment under the supervision of a health care provider (e.g. prescription medication (other than over-the-counter) or therapy requiring special equipment).

☐ **Pregnancy**: The condition is pregnancy. List the expected delivery date: _____ (mm/dd/yyyy).

☐ **Chronic Conditions**: (e.g. asthma, migraine headaches) Due to the condition, it is medically necessary for the patient to have treatment visits at least twice per year.

☐ **Permanent or Long Term Conditions**: (e.g. Alzheimer's, terminal stages of cancer) Due to the condition, incapacity is permanent or long term and requires the continuing supervision of a health care provider (even if active treatment is not being provided).

☐ **Conditions requiring Multiple Treatments**: (e.g. chemotherapy treatments, restorative surgery) Due to the condition, it is medically necessary for the patient to receive multiple treatments.

☐ **None of the above**: If none of the above condition(s) were checked, (i.e., inpatient care, pregnancy) no additional information is needed. Go to page 4 to sign and date the form.

Employee Name: _____

(4) If needed, briefly describe other appropriate medical facts related to the condition(s) for which the employee seeks FMLA leave. (e.g., use of nebulizer, dialysis)

_____

PART B: Amount of Leave Needed

For the medical condition(s) checked in Part A, complete all that apply. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage.

(5) Due to the condition, the patient (☐ had / ☐ will have) **planned medical treatment(s)** (scheduled medical visits) (e.g.psychotherapy, prenatal appointments) on the following date(s): _____

_____

(6) Due to the condition, the patient (☐ was / ☐ will be) **referred to other health care provider(s)** for evaluation or treatment(s).

State the nature of such treatments: (e.g. cardiologist, physical therapy) _____

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy), for the treatment(s).

Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery (e.g. 3 days/week)

_____

(7) Due to the condition, it is medically necessary for the employee to work a **reduced schedule.**

Provide your **best estimate** of the reduced schedule the employee is able to work. From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy) the employee is able to work: (e.g., 5 hours/day, up to 25 hours a week)

_____

(8) Due to the condition, the patient (☐ was / ☐ will be) **incapacitated for a continuous period of time**, including any time for treatment(s) and/or recovery.

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy), for the period of incapacity.

(9) Due to the condition, it (☐ was / ☐ is / ☐ will be) medically necessary for the employee to be absent from work on an intermittent basis (periodically), including for any episodes of incapacity i.e., episodic flare-ups. Provide your **best estimate** of how often (frequency) and how long (duration) the episodes of incapacity will likely last.

Over the next 6 months, episodes of incapacity are estimated to occur _____ times per (☐ day ☐ week ☐ month) and are likely to last approximately _____ (☐ hours ☐ days) per episode.

Employee Name: _____

PART C: Essential Job Functions

If provided, the information in Section I question #4 may be used to answer this question. If the employer fails to provide a statement of the employee's essential functions or a job description, answer these questions based upon the employee's own description of the essential job functions. An employee who must be absent from work to receive medical treatment(s), such as scheduled medical visits, for a serious health condition is considered to be **not able** to perform the essential job functions of the position during the absence for treatment(s).

(10) Due to the condition, the employee (☐ was not able / ☐ is not able / ☐ will not be able) to perform **one or more** of the essential job function(s). Identify at least one essential job function the employee is not able to perform:

_____

Signature of Health Care Provider _____ Date: _____ (mm/dd/yyyy)

Definitions of a Serious Health Condition (See 29 C.F.R. §§ 825.113-.115)
Inpatient Care
• An overnight stay in a hospital, hospice, or residential medical care facility. • Inpatient care includes any period of incapacity or any subsequent treatment in connection with the overnight stay.
Continuing Treatment by a Health Care Provider (any one or more of the following)
Incapacity Plus Treatment: A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves either: o Two or more in-person visits to a health care provider for treatment within 30 days of the first day of incapacity unless extenuating circumstances exist. The first visit must be within seven days of the first day of incapacity; or, o At least one in-person visit to a health care provider for treatment within seven days of the first day of incapacity, which results in a regimen of continuing treatment under the supervision of the health care provider. For example, the health provider might prescribe a course of prescription medication or therapy requiring special equipment.
Pregnancy: Any period of incapacity due to pregnancy or for prenatal care.
Chronic Conditions: Any period of incapacity due to or treatment for a chronic serious health condition, such as diabetes, asthma, migraine headaches. A chronic serious health condition is one which requires visits to a health care provider (or nurse supervised by the provider) at least twice a year and recurs over an extended period of time. A chronic condition may cause episodic rather than a continuing period of incapacity.
Permanent or Long-term Conditions: A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, but which requires the continuing supervision of a health care provider, such as Alzheimer's disease or the terminal stages of cancer.
Conditions Requiring Multiple Treatments: Restorative surgery after an accident or other injury; or, a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days if the patient did not receive the treatment.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

FMLA FORM 13

Certification of Health Care Provider for Family Member's Serious Health Condition under the Family and Medical Leave Act

U.S. Department of Labor
Wage and Hour Division

WHD
WAGE AND HOUR DIVISION

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

OMB Control Number: 1235-0003
Expires: 6/30/2026

The Family and Medical Leave Act (FMLA) provides that an employer may require an employee seeking FMLA leave to care for a family member with a serious health condition to submit a medical certification issued by the family member's health care provider. 29 U.S.C. §§ 2613, 2614(c)(3); 29 C.F.R. § 825.305. The employer must give the employee **at least 15 calendar days** to provide the certification. If the employee fails to provide complete and sufficient medical certification, his or her FMLA leave request may be denied. 29 C.F.R. § 825.313. Information about the FMLA may be found on the WHD website at www.dol.gov/agencies/whd/fmla.

SECTION I - EMPLOYER

Either the employee or the employer may complete Section I. While use of this form is optional, this form asks the health care provider for the information necessary for a complete and sufficient medical certification, which is set out at 29 C.F.R. § 825.306. **You may not ask the employee to provide more information than allowed under the FMLA regulations, 29 C.F.R. §§ 825.306-825.308.** Additionally, you **may not** request a certification for FMLA leave to bond with a healthy newborn child or a child placed for adoption or foster care.

Employers must generally maintain records and documents relating to medical information, medical certifications, recertifications, or medical histories of employees or employees' family members created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

(1) Employee name: _____
First Middle Last

(2) Employer name: _____ Date: _____ (mm/dd/yyyy)
(Last date certification requested)

(3) The medical certification must be returned by _____ (mm/dd/yyyy)
(Must allow at least 15 calendar days from the date requested, unless it is not feasible despite the employee's diligent, good faith efforts.)

SECTION II - EMPLOYEE

Please complete and sign Section II before providing this form to your family member or your family member's health care provider. The FMLA allows an employer to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to the serious health condition of your family member. If requested by your employer, your response is required to obtain or retain the benefit of the FMLA protections. 29 U.S.C. §§ 2613, 2614(c)(3). **You are responsible for making sure the medical certification is provided to your employer within the time frame requested, which must be at least 15 calendar days.** 29 C.F.R. §§ 825.305-825.306. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA leave request. 29 C.F.R. § 825.313.

(1) Name of the family member for whom you will provide care: _____

(2) Select the relationship of the family member to you. The family member is your:

☐ Spouse ☐ Parent ☐ Child, under age 18

☐ Child, age 18 or older and incapable of self-care because of a mental or physical disability

Spouse means a husband or wife as defined or recognized in the state where the individual was married, including in a common law marriage or same-sex marriage. The terms "child" and "parent" include in loco parentis relationships in which a person assumes the obligations of a parent to a child. An employee may take FMLA leave to care for an individual who assumed the obligations of a parent to the employee when the employee was a child. An employee may also take FMLA leave to care for a child for whom the employee has assumed the obligations of a parent. No legal or biological relationship is necessary.

Employee Name: _____

(3) Briefly describe the care you will provide to your family member: (**Check all that apply**)

☐ Assistance with basic medical, hygienic, nutritional, or safety needs ☐ Transportation

☐ Physical Care ☐ Psychological Comfort ☐ Other: _____

(4) Give your **best estimate** of the amount of leave needed to provide the care described:

_____

(5) If a **reduced work schedule** is necessary to provide the care described, give your **best estimate** of the reduced schedule you are able to work, From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy), I am able to work _____ (hours per day) _____ (days per week)

Employee Signature _____ **Date** _____ (mm/dd/yyyy)

SECTION III - HEALTH CARE PROVIDER

Please provide your contact information, complete all relevant parts of this Section, and sign the form below. A family member of your patient has requested leave under the FMLA to care for your patient. The FMLA allows an employer to require that the employee submit a timely, complete, and sufficient medical certification to support a request for FMLA leave to care for a family member with a serious health condition. For FMLA purposes, a "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider. For more information about the definitions of a serious health condition under the FMLA, see the chart at the end of the form.

You also may, but are **not required** to, provide other appropriate medical facts including symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment. Please note that some state or local laws may not allow disclosure of private medical information about the patient's serious health condition, such as providing the diagnosis and/or course of treatment.

Health Care Provider's name: (Print) _____

Health Care Provider's business address: _____

Type of practice / Medical specialty: _____

Telephone: _____ Fax: _____ E-mail: _____

PART A: Medical Information

Limit your response to the medical condition for which the employee is seeking FMLA leave. Your answers should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. **After completing Part A, complete Part B to provide information about the amount of leave needed.** Note: For FMLA purposes, "incapacity" means the inability to work, attend school, or perform regular daily activities due to the condition, treatment of the condition, or recovery from the condition. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29 C.F.R. § 1635.3(e), or the manifestation of disease or disorder in the employee's family members, 29 C.F.R. § 1635.3(b).

(1) Patient's Name: _____

(2) State the approximate date the condition started or will start: _____ (mm/dd/yyyy)

(3) Provide your **best estimate** of how long the condition lasted or will last: _____

(4) For FMLA to apply, care of the patient must be medically necessary. Briefly describe the type of care needed by the patient (e.g., assistance with basic medical, hygienic, nutritional, safety, transportation needs, physical care, or psychological comfort).

_____

Employee Name: _____

(5) Check the box(es) for the questions below, as applicable. For all box(es) checked, the amount of leave needed must be provided in Part B.

☐ **Inpatient Care**: The patient (☐ has been / ☐ is expected to be) admitted for an overnight stay in a hospital, hospice, or residential medical care facility on the following date(s): _____

☐ **Incapacity plus Treatment**: (e.g. outpatient surgery, strep throat)

Due to the condition, the patient (☐ has been / ☐ is expected to be) incapacitated for more than three consecutive, full calendar days from: _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy).

The patient (☐ was / ☐ will be) seen on the following date(s): _____

_____

The condition (☐ has / ☐ has not) also resulted in a course of continuing treatment under the supervision of a health care provider (e.g. prescription medication (other than over-the-counter) or therapy requiring special equipment)

☐ **Pregnancy**: The condition is pregnancy. List the expected delivery date: _____ (mm/dd/yyyy).

☐ **Chronic Conditions**: (e.g. asthma, migraine headaches) Due to the condition, it is medically necessary for the patient to have treatment visits at least twice per year.

☐ **Permanent or Long Term Conditions**: (e.g. Alzheimer's, terminal stages of cancer) Due to the condition, incapacity is permanent or long term and requires the continuing supervision of a health care provider (even if active treatment is not being provided).

☐ **Conditions requiring Multiple Treatments**: (e.g. chemotherapy treatments, restorative surgery) Due to the condition, it is medically necessary for the patient to receive multiple treatments.

☐ **None of the above**: If none of the above condition(s) were checked, (i.e., inpatient care, pregnancy) no additional information is needed. Go to page 4 to sign and date the form.

(6) If needed, briefly describe other appropriate medical facts related to the condition(s) for which the employee seeks FMLA leave. (e.g., use of nebulizer, dialysis)

_____

PART B: Amount of Leave Needed

For the medical condition(s) checked in Part A, complete all that apply. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your **best estimate** based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine if the benefits and protections of the FMLA apply.

(7) Due to the condition, the patient (☐ had / ☐ will have) **planned medical treatment(s)** (scheduled medical visits) (e.g. psychotherapy, prenatal appointments) on the following date(s): _____

_____

(8) Due to the condition, the patient (☐ was / ☐ will be) **referred to other health care provider(s)** for evaluation or treatment(s).

State the nature of such treatments: (e.g. cardiologist, physical therapy) _____

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy). for the treatment(s).

Provide your **best estimate** of the duration of the treatment(s), including any period(s) of recovery (e.g. 3 days/week)

_____

Employee Name: _____

(9) Due to the condition, the patient (☐ was / ☐ will be) **incapacitated for a continuous period of time**, including any time for treatment(s) and/or recovery.

Provide your **best estimate** of the beginning date _____ (mm/dd/yyyy) and end date _____ (mm/dd/yyyy), for the period of incapacity.

(10) Due to the condition, it (☐ was / ☐ is / ☐ will be) medically necessary for the employee to be absent from work to provide care for the patient on an **intermittent basis** (periodically), including for any episodes of incapacity i.e., episodic flare-ups. Provide your **best estimate** of how often (frequency) and how long (duration) the episodes of incapacity will likely last.

Over the next 6 months, episodes of incapacity are estimated to occur _____ times per (☐ day ☐ week ☐ month) and are likely to last approximately _____ (☐ hours ☐ days) per episode.

Signature of Health Care Provider _____ Date: _____ (mm/dd/yyyy)

Definitions of a Serious Health Condition (See 29 C.F.R. §§ 825.113-.115)
Inpatient Care
• An overnight stay in a hospital, hospice, or residential medical care facility. • Inpatient care includes any period of incapacity or any subsequent treatment in connection with the overnight stay.
Continuing Treatment by a Health Care Provider (any one or more of the following)
Incapacity Plus Treatment: A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves either: o Two or more in-person visits to a health care provider for treatment within 30 days of the first day of incapacity unless extenuating circumstances exist. The first visit must be within seven days of the first day of incapacity; or, o At least one in-person visit to a health care provider for treatment within seven days of the first day of incapacity, which results in a regimen of continuing treatment under the supervision of the health care provider. For example, the health provider might prescribe a course of prescription medication or therapy requiring special equipment.
Pregnancy: Any period of incapacity due to pregnancy or for prenatal care.
Chronic Conditions: Any period of incapacity due to or treatment for a chronic serious health condition, such as diabetes, asthma, migraine headaches. A chronic serious health condition is one which requires visits to a health care provider (or nurse supervised by the provider) at least twice a year and recurs over an extended period of time. A chronic condition may cause episodic rather than a continuing period of incapacity.
Permanent or Long-term Conditions: A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, but which requires the continuing supervision of a health care provider, such as Alzheimer's disease or the terminal stages of cancer.
Conditions Requiring Multiple Treatments: Restorative surgery after an accident or other injury; or, a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days if the patient did not receive the treatment.

PAPERWORK REDUCTION ACT NOTICE AND PUBLIC BURDEN STATEMENT

If submitted, it is mandatory for employers to retain a copy of this disclosure in their records for three years. 29 U.S.C. § 2616; 29 C.F.R. § 825.500. Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. The Department of Labor estimates that it will take an average of 15 minutes for respondents to complete this collection of information, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. If you have any comments regarding this burden estimate or any other aspect of this collection information, including suggestions for reducing this burden, send them to the Administrator, Wage and Hour Division, U.S. Department of Labor, Room S-3502, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

DO NOT SEND COMPLETED FORM TO THE DEPARTMENT OF LABOR. RETURN TO THE PATIENT.

FORM 14

FMLA Form 14

HEALTH CARE PROVIDER'S CERTIFICATION FOR EMPLOYEE
REQUEST FOR INTERMITTENT LEAVE OR REDUCED-WORK SCHEDULE

To Health Care Provider: _____ (Employee) has applied for family or medical leave from the Kenston Local School District. Please complete the information below so that the employee's eligibility can be determined.

Employee has requested intermittent leave or a reduced-work schedule for planned medical treatment. Indicate below the dates on which treatment is expected to be given and the duration of the treatment.

Employee has requested intermittent leave or a reduced-work schedule for her/his own serious health condition. Indicate below the medical necessity and expected duration of such leave.

Employee has requested intermittent leave or a reduced-work schedule to care for a child/spouse/parent. Indicate below why leave is necessary for the care of the relative and how it will assist in their recovery and the expected duration and schedule of such leave.

Please provide appropriate medical facts: (Attach separate sheet if necessary)

_____
Health Care Provider (Please print or type)

_____
Signature

_____
Telephone Number

_____
Date

FORM 15



FMLA Form 15

HEALTH CARE PROVIDER'S CERTIFICATION FOR
RETURN TO WORK

I hereby certify that I have physically examined _____
(Employee) and have determined that she/he is able to resume all the essential job functions of her/his position and so is eligible to return to work in the Kenston Local School District.

The following limits exist or accommodations are necessary to resume her/his essential job functions:

_____
Health Care Provider (Please print or type)

_____
Signature

_____
Telephone Number

_____

Date

Tobacco Use Certification

KENSTON

TOBACCO USE CERTIFICATION

Employees (and any covered dependents) enrolled in Medical Mutual of Ohio benefits plans (including all affiliated companies; collectively "Medical Mutual") will incur a monthly Tobacco User Premium. For the purposes of this certification, tobacco use includes, but is not limited to, the use of cigarettes, cigars, pipes, oral tobacco products, or other products containing tobacco.

Please review the following and check the appropriate box:

NON-TOBACCO USER	☐	I certify that I (and any covered dependent) am not a tobacco products user, have not used tobacco products within the last 90 days, or will not have used tobacco for at least 90 days prior to my hire date.
TOBACCO USER	☐	I declare that, I and/or one or more dependents covered under my health insurance coverage through Medical Mutual currently uses tobacco products in some form. By **checking this box** I acknowledge that I will be subject to the Tobacco User Premium.
DECLINE TO DISCLOSE TOBACCO USE	☐	I choose not to disclose my or my dependents' status as it relates to tobacco use. I understand and agree that by not making an election I am voluntarily choosing to pay the Tobacco User Premium.

I do hereby attest the above information is true and correct, and complete to the best of my knowledge. I understand that I am required to report any tobacco use, subject to the tobacco user premium, by me (or any covered dependents) within 30 days of use, if not previously reported above. In addition, I acknowledge and understand that providing false, inaccurate or incomplete information may result in disciplinary action including termination from employment.

The language used in this document does not create an employment contract of any kind between the employee and Kenston Schools.

*Your signed and completed form must be **received by** Kenston Schools, 17419 Snyder Road, Chagrin Falls, Ohio 44023, Attention Payroll Department, with the enclosed application.*

If a completed Non-Tobacco User Certification form is not received with the enclosed application, you will incur the monthly Tobacco User Premium.

EMPLOYEE SIGNATURE: _____DATE:_____

PRINT NAME _____

SuperMed Plus Shell

Health Insurance Changes Beginning July 1, 2024

	Current	New
Deductible	N: $500/$1000 Non: $900/$1800	N: $1000/$2,000 Non: $2,000/$4,000
Co Insurance Maximum	N: $900/$1800 Non: $1600/$3200	N: $2,000/$4,000 Non: $4,000/$8,000

Adding Prescription Drug Coverage Management Program. No change to prescription drug copayments.

Emergency Room	Co-Pay $0	Co-Pay $100

Change in Premiums for Medical/Rx/Dental only. No change to Vision.

Members paying 11% premium will pay 13% Year 1
14% Year 2
15% Year 3

Members paying 10% premium will pay 13% Year 1
14% Year 2
15% Year 3

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 deductible?	**$1,000**/single,**$2,000**/family Network **$2,000**/single,**$4,000**/family Non-Network	Generally, you must pay all of the costs from providers up to the **deductible** amount before this **plan** begins to pay. If you have other family members on the **plan**, each family member must meet their own individual **deductible** until the total amount of **deductible** expenses paid by all family members meets the overall family **deductible.**
Are there services covered before you meet your deductible?	**Yes. Certain preventive care and all services with copayments are covered and paid by the plan before you meet your deductible.**	This **plan** covers some items and services even if you haven't yet met the **deductible** amount. But a **copayment** or **coinsurance** may apply. For example, this **plan** covers certain **preventive services** without **cost-sharing** and before you meet your **deductible**. See a list of covered **preventive service**s at https://www.healthcare.gov/coverage/preventive-care-benefits/.
Are there other deductibles for specific services?	No	You don't have to meet **deductibles** for specific services.
What is the out-of-pocket limit for this plan?	**Coinsurance Limit:** **$2,000**/single,**$4,000**/family Network **$4,000**/single,**$8,000**/family Non-Network **Out-of-pocket Limit:** **$6,350**/single,**$12,700**/family Network **Unlimited**/single,**Unlimited**/family Non-Network	The **out-of-pocket limit** is the most you could pay in a year for covered services. If you have other family members in this **plan**, they have to meet their own **out-of-pocket limits** until the overall family **out-of-pocket limit** has been met.
What is not included in the out-of-pocket limit?	Certain **specialty drugs**, **premiums**, balance-billed charges and health care this **plan** doesn't cover.	Even though you pay these expenses, they don't count toward the **out-of-pocket limit.**

Will you pay less if you use a network provider?	Yes, See MedMutual.com/SBC or call 800-540-2583 for a list of participating providers.	This **plan** uses a **provider network**. You will pay less if you use a **provider** in the **plan's network**. You will pay the most if you use an **out-of-network provider**, and you might receive a bill from a **provider** for the difference between the **provider's** charge and what your **plan** pays (**balance billing**). Be aware your **network provider** might use an **out-of-network provider** for some services (such as lab work). Check with your **provider** before you get services.
Do you need a referral to see a specialist?	No	You can see the **specialist** you choose without a **referral.**



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
		Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you visit a health care provider's office or clinic	Primary care visit to treat an injury or illness	$15 copay/visit	$25 copay/visit, 30% coinsurance	None
	Specialist visit	$25 copay/visit	$35 copay/visit, 30% coinsurance	None
	Preventive care/ screening/ immunization	No charge	50% coinsurance does not apply to out-of-pocket limit	You may have to pay for services that aren't preventive. Ask your provider if the services you need are preventive. Then check what your plan will pay for.
If you have a test	Diagnostic test (x-ray)	No charge	30% coinsurance	None
	Diagnostic test (blood work)	No charge	30% coinsurance	None
	Imaging (CT/PET scans, MRIs)	No charge	30% coinsurance	None

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you need drugs to treat your illness or condition More information about **prescription drug coverage** is available at MedMutual.com/SBC	Generic copay - retail Tier 1	$10	See Plan Documents for Details	Covers up to a 30-day supply.
	Generic copay - home delivery Tier 1	$20	See Plan Documents for Details	Covers up to a 90-day supply.
	Preferred brand copay - retail Tier 2	$25	See Plan Documents for Details	Covers up to a 30-day supply.
	Preferred brand copay - home delivery Tier 2	$50	See Plan Documents for Details	Covers up to a 90-day supply.
	Non-preferred brand copay - retail Tier 3	$40	See Plan Documents for Details	Covers up to a 30-day supply.
	Non-preferred brand copay - home delivery Tier 3	$80	See Plan Documents for Details	Covers up to a 90-day supply.
	Specialty drugs	$70 or the max of any available manufacturer-funded copay assistance	See Plan Documents for Details	Covers up to a 30 day supply. Certain specialty drugs are considered non-essential health benefits and therefore do not apply to the out-of-pocket maximum. They will also be subject to higher cost-share.
If you have outpatient surgery	Facility fee (e.g., ambulatory surgery center)	10% coinsurance	30% coinsurance	None
	Physician/surgeon fees (Outpatient)	10% coinsurance	30% coinsurance	None
If you need immediate medical attention	Emergency room care	$100 copay		Non-Emergency use of the ER is a $250 copay/visit (copay is waived if admitted), then 10% coinsurance in network 30% coinsurance out of network.
	Emergency medical transportation	$100 copay/visit, 10% coinsurance	$100 copay/visit, 30% coinsurance	None
	Urgent care	$25 copay/visit	$35 copay/visit, 30% coinsurance	None

[For more information about limitations and exceptions, see the plan or policy document at MedMutual.com/SBC.]

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you have a hospital stay	Facility fee (e.g., hospital room)	10% coinsurance	30% coinsurance	None
	Physician/ surgeon fee (inpatient)	10% coinsurance	30% coinsurance	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
If you are pregnant	Office visits	No charge	30% coinsurance	Cost sharing does not apply to certain preventive services. Depending on the type of services, copay, coinsurance or deductible may apply. Maternity care may include tests and services described elsewhere in the SBC (i.e. ultrasound).
	Childbirth/delivery professional services	10% coinsurance	30% coinsurance	None
	Childbirth/delivery facility services	10% coinsurance	30% coinsurance	None
If you need help recovering or have other special health needs	Home health care	10% coinsurance	50% coinsurance does not apply to out-of-pocket limit	None
	Rehabilitation services (Physical Therapy)	10% coinsurance	30% coinsurance	(40 visits per benefit period, combined with Occupational Therapy)
	Habilitation services (Occupational Therapy)	10% coinsurance	30% coinsurance	(40 visits per benefit period, combined with Physical Therapy)
	Habilitation services (Speech Therapy)	10% coinsurance	30% coinsurance	(20 visits per benefit period)
	Skilled nursing care	10% coinsurance	30% coinsurance	(100 days per benefit period)
	Durable medical equipment	10% coinsurance	30% coinsurance	None
	Hospice services	10% coinsurance	50% coinsurance does not apply to out-of-pocket limit	None

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If your child needs dental or eye care	Children's eye exam	No charge	30% coinsurance	None
	Children's glasses	Not Covered		Excluded Service
	Children's dental check-up	Not Covered		Excluded Service

[For more information about limitations and exceptions, see the plan or policy document at MedMutual.com/SBC.]

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 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 your plan at 800-540-2583.

Does this plan provide Minimum Essential Coverage? Yes.

Minimum Essential Coverage generally includes plans, health insurance available through the Marketplace or other individual market policies, Medicare, Medicaid, CHIP, TRICARE, and certain other coverage. If you are eligible for certain types of Minimum Essential Coverage, you may not be eligible for the premium tax credit.

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)

The plan's overall deductible	$1,000
Specialist copay	$25
Hospital (facility) coinsurance	10%
Other coinsurance	10%

This EXAMPLE event includes services like:
Specialist office visits (*prenatal care*)
Childbirth/Delivery Professional Services
Childbirth/Delivery Facility Services
Diagnostic tests (*ultrasounds and blood work*)
Specialist visit (*anesthesia*)

Total Example Cost	**$12,700**

In this example, Peg would pay:

Cost Sharing	
Deductibles	$1,000
Copayments	$10
Coinsurance	$1,000
What isn't covered	
Limits or exclusions	$60
The total Peg would pay is	**$2,070**

Managing Joe's Type 2 Diabetes
(a year of routine in-network care of a well-controlled condition)

The plan's overall deductible	$1,000
Specialist copay	$25
Hospital (facility) coinsurance	10%
Other coinsurance	10%

This EXAMPLE event includes services like:
Primary care physician office visits (*including disease education*)
Diagnostic tests (*blood work*)
Prescription drugs
Durable medical equipment (*glucose meter*)

Total Example Cost	**$5,600**

In this example, Joe would pay:

Cost Sharing	
Deductibles	$0
Copayments	$600
Coinsurance	$0
What isn't covered	
Limits or exclusions	$20
The total Joe would pay is	**$620**

Mia's Simple Fracture
(in-network emergency room visit and follow up care)

The plan's overall deductible	$1,000
Specialist copay	$25
Hospital (facility) coinsurance	10%
Other coinsurance	10%

This EXAMPLE event includes services like:
Emergency room care (*including medical supplies*)
Diagnostic test (*x-ray*)
Durable medical equipment (*crutches*)
Rehabilitation services (*physical therapy*)

Total Example Cost	**$2,800**

In this example, Mia would pay:

Cost Sharing	
Deductibles	$700
Copayments	$400
Coinsurance	$80
What isn't covered	
Limits or exclusions	$0
The total Mia would pay is	**$1,180**

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.

Multi-Language Interpreter Services & Nondiscrimination Notice

MEDICAL MUTUAL®

This document notifies individuals of how to seek assistance if they speak a language other than English.

Spanish

ATENCIÓN: Si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Llame al 1-800-382-5729 (TTY: 711).

Chinese

注意:如果您使用繁體中文,您可以免費獲得語言援助服務。請致電 1-800-382-5729 (TTY: 711)。

German

ACHTUNG: Wenn Sie Deutsch sprechen, stehen Ihnen kostenlos sprachliche Hilfsdienstleistungen zur Verfügung. Rufnummer: 1-800-382-5729 (TTY: 711).

Arabic

ملحوظة:إذاكنتتتحدثاذكراللغة،فإنخدماتالمساعدةاللغويةتتوافرلك بالمجان. اتصل برقم 1-800-382-5729 رقم هاتف الصم والبكم (711).

Pennsylvania Dutch

Wann du Deitsch schwetzscht, kannscht du mitaus Koschte ebber gricke, ass dihr helft mit die englisch Schprooch. Ruf selli Nummer uff: Call 1-800-382-5729 (TTY: 711).

Russian

ВНИМАНИЕ: Если вы говорите на русском языке, то вам доступны бесплатные услуги перевода. Звоните 1-800-382-5729 (телетайп: 711).

French

ATTENTION: Si vous parlez français, des services d'aide linguistique vous sont proposés gratuitement. Appelez le 1-800-382-5729 (ATS: 711).

Vietnamese

CHÚ Ý: Nếu bạn nói Tiếng Việt, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho bạn. Gọi số 1-800-382-5729 (TTY: 711).

Navajo

Díí baa akó nínízin: Díí saad bee yáníltí' go Diné Bizaad, saad bee áká'ánída'áwo'dęę', t'áá jiik'eh, éí ná hóló, kojį' hódíílnih 1-800-382-5729 (TTY: 711).

Oromo

XIYYEEFFANNAA: Afaan dubbattu Oroomiffa, tajaajila gargaarsa afaanii, kanfaltiidhaan ala, ni argama. Bilbilaa 1-800-382-5729 (TTY: 711).

Korean

주의: 한국어를 사용하시는 경우, 언어 지원 서비스를 무료로 이용하실 수 있습니다. 1-800-382-5729 (TTY: 711)번으로 전화해 주십시오.

Italian

ATTENZIONE: In caso la lingua parlata sia l'italiano, sono disponibili servizi di assistenza linguistica gratuiti. Chiamare il numero 1-800-382-5729 (TTY: 711).

Japanese

注意事項:日本語を話される場合、無料の言語支援をご利用いただけます。1-800-382-5729 (TTY: 711) まで、お電話にてご連絡ください。

Dutch

AANDACHT: Als u nederlands spreekt, kunt u gratis gebruikmaken van de taalkundige diensten. Bel 1-800-382-5729 (TTY: 711).

Ukrainian

УВАГА! Якщо ви розмовляєте українською мовою, ви можете звернутися до безкоштовної служби мовної підтримки. Телефонуйте за номером 1-800-382-5729 (телетайп: 711).

Romanian

ATENȚIE: Dacă vorbiți limba română, vă stau la dispoziție servicii de asistență lingvistică, gratuit. Sunați la 1-800-382-5729 (TTY: 711).

Tagalog

PAUNAWA: Kung nagsasalita ka ng Tagalog, maaari kang gumamit ng mga serbisyo ng tulong sa wika nang walang bayad. Tumawag sa 1-800-382-5729 (TTY: 711).

Z8188-MCA R11/16

QUESTIONS ABOUT YOUR BENEFITS OR OTHER INQUIRIES ABOUT YOUR HEALTH INSURANCE SHOULD BE DIRECTED TO MEDICAL MUTUAL'S CUSTOMER CARE DEPARTMENT AT 1-800-382-5729.

Nondiscrimination Notice

Medical Mutual of Ohio complies with applicable federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability or sex in its operation of health programs and activities. Medical Mutual does not exclude people or treat them differently because of race, color, national origin, age, disability or sex in its operation of health programs and activities.

- Medical Mutual provides free aids and services to people with disabilities to communicate effectively with us, such as qualified sign language interpreters, and written information in other formats (large print, audio, accessible electronic formats, etc.).
- Medical Mutual provides free language services to people whose primary language is not English, such as qualified interpreters and information written in other languages.

If you need these services or if you believe Medical Mutual failed to provide these services or discriminated in another way on the basis of race, color, national origin, age, disability or sex, with respect to your health care benefits or services, you can submit a written complaint to the person listed below. Please include as much detail as possible in your written complaint to allow us to effectively research and respond.

Civil Rights Coordinator
Medical Mutual of Ohio
2060 East Ninth Street
Cleveland, OH 44115-1355
MZ: 01-10-1900

Email: CivilRightsCoordinator@MedMutual.com

You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights.

- Electronically through the Office for Civil Rights Complaint Portal available at:
  ocrportal.hhs.gov/ocr/portal/lobby.jsf
- By mail at:
  U.S. Department of Health and Human Services
  200 Independence Avenue, SW Room 509F
  HHH Building
  Washington, DC 20201-0004
- By phone at:
  (800) 368-1019 (TDD: (800) 537-7697)
- Complaint forms are available at:
  hhs.gov/ocr/office/file/index.html

Products marketed by Medical Mutual may be underwritten by one of its subsidiaries, such as Medical Health Insuring Corporation of Ohio or Consumers Life Insurance Company.

Coverage Management Programs

Get the right drug for the right condition at the right cost

Medical Mutual uses coverage management programs—also called coverage reviews—to help make sure you get the right medication for your condition at the best value. Coverage reviews allow us to request information from your doctor or health provider to determine if your prescription drug plan will cover certain medications.

How Coverage Reviews Work

Medical Mutual works with Express Scripts, our pharmacy benefit manager, to determine if your use of certain medications meets the plan's criteria for coverage. For example:

- Is the medication appropriate for your condition and medical history?
- Is the medication cost effective compared to similar drugs?
- Is the dose (amount) prescribed appropriate and safe?
- Does the medication meet approved prescribing and safety guidelines set by the U.S. Food and Drug Administration (FDA) and other national treatment guidelines?

Coverage management programs include prior approval, step therapy and quantity limits. The following information explains the features of these programs:

- **Prior authorization (PA)** rules check if a drug is prescribed appropriately and proven effective and safe for your condition. If you do not get prior authorization before filling your prescription, your plan may not cover the medication and you will have to pay full price.
- **Step therapy (ST)** rules promote the use of lower-cost generic drugs and preferred brand-name alternatives in place of more costly medications. For example, if Medication A, a generic drug, and Medication B, a brand-name drug, both treat your condition, the plan may not cover Medication B unless you try Medication A first. If Medication A does not work for you, the plan will cover Medication B. Please note: Some medications may be covered if your demographic or medical history meets certain qualifications.
- **Quantity limit (QL)** rules define the amount of the medication your plan will cover. Your plan may only cover a certain quantity per fill (such as six tablets at a time), or a certain quantity over a specific time (for example, 30 tablets within a 90-day period). These limits are determined by FDA-approved dosing. Additional quantities may be allowed if proven medically necessary and safe.

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C2977-RXX R5.20

MEDICAL MUTUAL

Which Medications Require Coverage Reviews

To view drugs requiring a coverage review, log in to My Health Plan at MedMutual.com/Member, then click Prescription Drug Benefits under the Benefits & Coverage tab. On the Prescription Drug Benefits page, follow the instructions to sign on to the Express Scripts website.

If you are not yet our member, you can find this same information through our website, MedMutual.com. Click the Individuals & Families tab, then Plans & Products. Our formularies are available on the right side of the page.

Please note: Specialty medications are often used to treat complex chronic conditions such as rheumatoid arthritis, multiple sclerosis or cancer. They are noted as tier 4 in our formularies and frequently require coverage reviews.

Requesting a Coverage Review

For fastest service, your doctor's office can submit request for a review to Express Scripts through its electronic prior authorization (ePA) software. Your doctor or your pharmacist may also call Express Scripts at 1-800-753-2851 to initiate the review process. Express Scripts may request additional medical information from your doctor. Reviews are typically completed within 72 hours, then you and your doctor will receive a letter from Express Scripts indicating if coverage is approved or denied. You should receive this letter within one or two business days after the decision is made. If coverage is denied, the letter will explain the specific reason for the denial. It will also outline your rights to an appeal, how to request one and whom to contact if you have questions or need additional information.

Filling Your Prescription

Once coverage is approved, follow these steps to fill your prescription:

- Through mail order: Call Express Scripts at the Rx Information number on your ID card to provide payment information and verify delivery is scheduled. You will need to pay your normal mail-order cost share (copay, deductible or coinsurance).
- At a retail pharmacy: Contact your pharmacy to let them know coverage is approved and verify when you can return to the pharmacy to pick it up. You will need to pay your normal retail cost share (copay, deductible or coinsurance).
- For specialty drugs: Call one of our specialty pharmacies, Accredo, at 1-800-417-1961 or Gentry Health Services, at 1-844-443-6879. (You can continue to fill prescriptions for transplant drugs and those used to treat deep vein thrombosis and HIV at a network retail pharmacy.)

If coverage is not approved, your claim will be denied and you will be responsible for paying the full cost of the medication if you choose to fill it. In addition, any amount you pay will not accumulate toward your deductible and/or maximum out-of-pocket amounts, if applicable.

Questions?

If you have questions about your prescription drugs, please call the Rx Information number on your Medical Mutual ID card.

APPENDIX D – SUPPLEMENTAL SCHEDULES

2024-2025

Base Salary Rate for Supplementals $ 46,520

KEA vs Non-KEA 100%

Step 7-11	1%
Step 8-16	2%
Step 17-21	3%
Step 22-26	4%
Step 27-31	5%
Step 32-36	6%
Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																				
HS Faculty Manager	7.00%	3,256	9.00%	4,187	12.00%	5,582	13.00%	6,047	14.00%	6,512	15.00%	6,978	16.00%	7,443	17.00%	7,908	18.00%	8,373	19.00%	8,838
MS Athletic Director	11.00%	5,117	13.00%	6,048	16.00%	7,443	17.00%	7,908	18.00%	8,373	19.00%	8,839	20.00%	9,304	21.00%	9,769	22.00%	10,234	23.00%	10,699
MS Faculty Manager	5.00%	2,326	6.00%	2,791	9.00%	4,187	10.00%	4,652	11.00%	5,117	12.00%	5,583	13.00%	6,048	14.00%	6,513	15.00%	6,978	16.00%	7,443
Weight Room Supervisor	2.00%	930	2.50%	1,163	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,792	6.00%	2,792	6.00%	2,792	6.00%	2,792	6.00%	2,792
Equipment Manager HS	5.50%	2,559	6.00%	2,791	8.00%	3,722	9.00%	4,187	10.00%	4,652	11.00%	5,118	12.00%	5,583	13.00%	6,048	14.00%	6,513	15.00%	6,978
Baseball/Softball																				
Head Coach	12.00%	5,582	12.60%	5,862	13.20%	6,141	14.20%	6,606	15.20%	7,071	16.20%	7,537	17.20%	8,002	18.20%	8,467	19.20%	8,932	20.20%	9,397
Assistant Coach	0.70	3,907	0.70	4,103	0.70	4,299	0.72	4,764	0.74	5,229	0.76	5,695	0.77	6,160	0.78	6,625	0.79	7,090	0.80	7,555
Freshman Coach	0.66	3,684	0.66	3,869	0.66	4,053	0.68	4,518	0.70	4,983	0.72	5,449	0.74	5,914	0.75	6,379	0.77	6,844	0.78	7,309
Basketball																				
Head Coach	16.00%	7,443	16.90%	7,862	17.50%	8,141	18.50%	8,606	19.50%	9,071	20.50%	9,537	21.50%	10,002	22.50%	10,467	23.50%	10,932	24.50%	11,397
Assistant Coach	0.70	5,210	0.70	5,503	0.70	5,699	0.72	6,164	0.73	6,629	0.74	7,095	0.76	7,560	0.77	8,025	0.78	8,490	0.79	8,955
Freshman Coach	0.66	4,912	0.66	5,189	0.66	5,373	0.68	5,838	0.69	6,303	0.71	6,769	0.72	7,234	0.74	7,699	0.75	8,164	0.76	8,629
MS Head Coach	0.60	4,466	0.60	4,717	0.60	4,885	0.62	5,350	0.64	5,815	0.66	6,281	0.67	6,746	0.69	7,211	0.70	7,676	0.71	8,141
MS Assistant Coach	0.58	4,317	0.58	4,560	0.58	4,722	0.60	5,187	0.62	5,652	0.64	6,118	0.66	6,583	0.67	7,048	0.69	7,513	0.70	7,978
Bowling *																				
Head Coach	7.90%	3,675	8.40%	3,908	8.70%	4,047	9.70%	4,512	10.70%	4,977	11.70%	5,443	12.70%	5,908	13.70%	6,373	14.70%	6,838	15.70%	7,303
Asst. Coach	0.70	2,573	0.70	2,736	0.70	2,833	0.73	3,298	0.76	3,763	0.78	4,229	0.79	4,694	0.81	5,159	0.82	5,624	0.78	5,666
Cheerleader																				
Varsity Advisor	4.40%	2,047	4.60%	2,140	4.70%	2,186	5.70%	2,651	6.70%	3,116	7.70%	3,582	8.70%	4,047	9.40%	4,372	9.40%	4,372	9.40%	4,372
JV Advisor	0.70	1,433	0.70	1,498	0.70	1,530	0.75	1,995	0.79	2,460	0.82	2,926	0.76	3,060	0.70	3,060	0.70	3,060	0.70	3,060
Freshman Advisor	0.66	1,351	0.66	1,412	0.66	1,443	0.72	1,908	0.76	2,373	0.79	2,839	0.71	2,886	0.66	2,886	0.66	2,886	0.66	2,886
MS Advisor	0.60	1,228	0.60	1,284	0.60	1,312	0.67	1,777	0.72	2,242	0.73	2,624	0.65	2,624	0.60	2,624	0.60	2,624	0.60	2,624
Cross Country *																				
Head Coach	7.90%	3,675	8.40%	3,908	8.70%	4,047	9.70%	4,512	10.70%	4,977	11.70%	5,443	12.70%	5,908	13.70%	6,373	14.70%	6,838	15.70%	7,303
Assistant Coach	0.70	2,573	0.70	2,736	0.70	2,833	0.73	3,298	0.76	3,763	0.78	4,229	0.79	4,694	0.81	5,159	0.82	5,624	0.78	5,666
MS Coach	0.60	2,205	0.60	2,345	0.60	2,428	0.64	2,893	0.67	3,358	0.70	3,824	0.73	4,289	0.75	4,754	0.71	4,856	0.66	4,856
MS Assistant	0.58	2,132	0.58	2,267	0.58	2,347	0.62	2,812	0.66	3,277	0.69	3,743	0.71	4,208	0.73	4,673	0.69	4,694	0.64	4,694
Football																				
Head Coach	16.00%	7,443	16.90%	7,862	17.50%	8,141	18.50%	8,606	19.50%	9,071	20.50%	9,537	21.50%	10,002	22.50%	10,467	23.50%	10,932	24.50%	11,397
HS Asst. Coach	0.70	5,210	0.70	5,503	0.70	5,699	0.72	6,164	0.73	6,629	0.74	7,095	0.76	7,560	0.77	8,025	0.78	8,490	0.79	8,955
Freshman Coach	0.66	4,912	0.66	5,189	0.66	5,373	0.68	5,838	0.69	6,303	0.71	6,769	0.72	7,234	0.74	7,699	0.75	8,164	0.76	8,629
Asst. Freshman Coach	0.65	4,838	0.65	5,110	0.65	5,292	0.67	5,757	0.69	6,222	0.70	6,688	0.72	7,153	0.73	7,618	0.74	8,083	0.75	8,548
MS Head Coach	0.60	4,466	0.60	4,717	0.60	4,885	0.62	5,350	0.64	5,815	0.66	6,281	0.67	6,746	0.69	7,211	0.70	7,676	0.71	8,141
MS Assistant Coach	0.58	4,317	0.58	4,560	0.58	4,722	0.60	5,187	0.62	5,652	0.64	6,118	0.66	6,583	0.67	7,048	0.69	7,513	0.70	7,978
Football - Preseason ^																				
Head Coach	4.00%	1,861	4.00%	1,861	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
HS Asst. Coach	0.70	1,303	0.70	1,303	0.70	1,303	0.76	1,768	0.80	2,233	0.80	2,606	0.70	2,606	0.70	2,606	0.70	2,606	0.70	2,606
Freshman Coach	0.66	1,228	0.66	1,228	0.66	1,228	0.73	1,693	0.77	2,158	0.75	2,456	0.66	2,456	0.66	2,456	0.66	2,456	0.66	2,456
Asst. Freshman Coach	0.65	1,210	0.65	1,210	0.65	1,210	0.72	1,675	0.77	2,140	0.74	2,420	0.65	2,420	0.65	2,420	0.65	2,420	0.65	2,420
MS Head Coach	0.60	1,117	0.60	1,117	0.60	1,117	0.68	1,582	0.73	2,047	0.69	2,234	0.60	2,234	0.60	2,234	0.60	2,234	0.60	2,234
MS Assistant Coach	0.58	1,079	0.58	1,079	0.58	1,079	0.66	1,544	0.72	2,009	0.66	2,158	0.58	2,158	0.58	2,158	0.58	2,158	0.58	2,158

2024-2025

Base Salary Rate for Supplementals $ 46,520

KEA vs Non-KEA 100%

Step 7-11	1%
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	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Golf																				
Head Coach	7.90%	3,675	8.40%	3,908	8.70%	4,047	9.70%	4,512	10.70%	4,977	11.70%	5,443	12.70%	5,908	13.70%	6,373	14.70%	6,838	15.70%	7,303
Assistant Coach	0.70	2,573	0.70	2,736	0.70	2,833	0.73	3,298	0.76	3,763	0.78	4,229	0.79	4,694	0.81	5,159	0.82	5,624	0.78	5,666
Gymnastics																				
Head Coach	12.30%	5,722	12.70%	5,908	13.00%	6,048	14.00%	6,513	15.00%	6,978	16.00%	7,444	17.00%	7,909	18.00%	8,374	19.00%	8,839	20.00%	9,304
Assistant Coach	0.70	4,005	0.70	4,136	0.70	4,234	0.72	4,699	0.74	5,164	0.76	5,630	0.77	6,095	0.78	6,560	0.79	7,025	0.81	7,490
Ice Hockey																				
Head Coach	12.30%	5,722	12.70%	5,908	13.00%	6,048	14.00%	6,513	15.00%	6,978	16.00%	7,444	17.00%	7,909	18.00%	8,374	19.00%	8,839	20.00%	9,304
Assistant Coach	0.70	4,005	0.70	4,136	0.70	4,234	0.72	4,699	0.74	5,164	0.76	5,630	0.77	6,095	0.78	6,560	0.79	7,025	0.81	7,490
Lacrosse																				
Head Coach	7.90%	3,675	8.40%	3,908	8.70%	4,047	9.70%	4,512	10.70%	4,977	11.70%	5,443	12.70%	5,908	13.70%	6,373	14.70%	6,838	15.70%	7,303
Assistant Coach	0.70	2,573	0.70	2,736	0.70	2,833	0.73	3,298	0.76	3,763	0.78	4,229	0.79	4,694	0.81	5,159	0.82	5,624	0.78	5,666
Soccer																				
Head Coach	12.00%	5,582	12.60%	5,862	13.20%	6,141	14.20%	6,606	15.20%	7,071	16.20%	7,537	17.20%	8,002	18.20%	8,467	19.20%	8,932	20.20%	9,397
Assistant Coach	0.70	3,907	0.70	4,103	0.70	4,299	0.72	4,764	0.74	5,229	0.76	5,695	0.77	6,160	0.78	6,625	0.79	7,090	0.80	7,555
MS Coach	0.60	3,349	0.60	3,517	0.60	3,685	0.63	4,150	0.65	4,615	0.67	5,081	0.69	5,546	0.71	6,011	0.73	6,476	0.74	6,941
MS Assistant Coach	0.58	3,238	0.58	3,400	0.58	3,562	0.61	4,027	0.64	4,492	0.66	4,958	0.68	5,423	0.70	5,888	0.71	6,353	0.73	6,818
Swimming *																				
Head Coach	12.30%	5,722	12.70%	5,908	13.00%	6,048	14.00%	6,513	15.00%	6,978	16.00%	7,444	17.00%	7,909	18.00%	8,374	19.00%	8,839	20.00%	9,304
Assistant Coach	0.70	4,005	0.70	4,136	0.70	4,234	0.72	4,699	0.74	5,164	0.76	5,630	0.77	6,095	0.78	6,560	0.79	7,025	0.81	7,490
Tennis																				
Head Coach	7.90%	3,675	8.40%	3,908	8.70%	4,047	9.70%	4,512	10.70%	4,977	11.70%	5,443	12.70%	5,908	13.70%	6,373	14.70%	6,838	15.70%	7,303
Assistant Coach	0.70	2,573	0.70	2,736	0.70	2,833	0.73	3,298	0.76	3,763	0.78	4,229	0.79	4,694	0.81	5,159	0.82	5,624	0.78	5,666
Track *																				
Head Coach	12.00%	5,582	12.60%	5,862	13.20%	6,141	14.20%	6,606	15.20%	7,071	16.20%	7,537	17.20%	8,002	18.20%	8,467	19.20%	8,932	20.20%	9,397
Assistant Coach	0.70	3,907	0.70	4,103	0.70	4,299	0.72	4,764	0.74	5,229	0.76	5,695	0.77	6,160	0.78	6,625	0.79	7,090	0.80	7,555
MS Head Coach	0.60	3,349	0.60	3,517	0.60	3,685	0.63	4,150	0.65	4,615	0.67	5,081	0.69	5,546	0.71	6,011	0.73	6,476	0.74	6,941
MS Assistant Coach	0.58	3,238	0.58	3,400	0.58	3,562	0.61	4,027	0.64	4,492	0.66	4,958	0.68	5,423	0.70	5,888	0.71	6,353	0.73	6,818
Volleyball																				
Head Coach	11.30%	5,257	11.80%	5,489	12.10%	5,629	13.10%	6,094	14.10%	6,559	15.10%	7,025	16.10%	7,490	17.10%	7,955	18.10%	8,420	19.10%	8,885
Assistant Coach	0.70	3,680	0.70	3,842	0.70	3,940	0.72	4,405	0.74	4,870	0.76	5,336	0.77	5,801	0.79	6,266	0.80	6,731	0.81	7,196
MS Head Coach	0.60	3,154	0.60	3,293	0.60	3,377	0.63	3,842	0.66	4,307	0.68	4,773	0.70	5,238	0.72	5,703	0.73	6,168	0.75	6,633
MS Assistant Coach	0.58	3,049	0.58	3,184	0.58	3,265	0.61	3,730	0.64	4,195	0.66	4,661	0.68	5,126	0.70	5,591	0.72	6,056	0.73	6,521
Wrestling																				
Head Coach	16.00%	7,443	16.90%	7,862	17.50%	8,141	18.50%	8,606	19.50%	9,071	20.50%	9,537	21.50%	10,002	22.50%	10,467	23.50%	10,932	24.50%	11,397
Assistant Coach	0.70	5,210	0.70	5,503	0.70	5,699	0.72	6,164	0.73	6,629	0.74	7,095	0.76	7,560	0.77	8,025	0.78	8,490	0.79	8,955
MS Head Coach	0.60	4,466	0.60	4,717	0.60	4,885	0.62	5,350	0.64	5,815	0.66	6,281	0.67	6,746	0.69	7,211	0.70	7,676	0.71	8,141
MS Assistant Coach	0.58	4,317	0.58	4,560	0.58	4,722	0.60	5,187	0.62	5,652	0.64	6,118	0.66	6,583	0.67	7,048	0.69	7,513	0.70	7,978

2024-2025

Base Salary Rate for Supplementals $ 46,520

KEA vs Non-KEA 100%

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Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Advisors																				
Class Advisors																				
Senior	2.50%	1,163	3.50%	1,628	5.50%	2,559	6.50%	3,024	7.50%	3,489	8.50%	3,955	9.50%	4,420	10.50%	4,885	11.00%	5,118	11.00%	5,118
Junior	2.00%	930	3.00%	1,396	5.00%	2,326	6.00%	2,791	7.00%	3,256	8.00%	3,722	9.00%	4,187	10.00%	4,652	10.00%	4,652	10.00%	4,652
Sophmore	1.00%	465	2.00%	930	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
Freshman	1.00%	465	2.00%	930	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
Janus	6.70%	3,117	6.90%	3,210	7.10%	3,303	8.10%	3,768	9.10%	4,233	10.10%	4,699	11.10%	5,164	12.10%	5,629	13.10%	6,094	14.10%	6,559
National Honor Society	4.00%	1,861	5.00%	2,326	7.00%	3,256	8.00%	3,721	9.00%	4,186	10.00%	4,652	11.00%	5,117	12.00%	5,582	13.00%	6,047	14.00%	6,512
Interact	2.00%	930	3.00%	1,396	5.00%	2,326	6.00%	2,791	7.00%	3,256	8.00%	3,722	9.00%	4,187	10.00%	4,652	10.00%	4,652	10.00%	4,652
Science Olympiad																				
Head Coach	6.70%	3,117	6.90%	3,210	7.10%	3,303	8.10%	3,768	9.10%	4,233	10.10%	4,699	11.10%	5,164	12.10%	5,629	13.10%	6,094	14.10%	6,559
Assistant Coach	0.70	2,182	0.70	2,247	0.70	2,312	0.74	2,777	0.77	3,242	0.79	3,708	0.81	4,173	0.82	4,624	0.76	4,624	0.70	4,624
Speech/Debate																				
Head Coach	4.00%	1,861	5.00%	2,326	7.00%	3,256	8.00%	3,721	9.00%	4,186	10.00%	4,652	11.00%	5,117	12.00%	5,582	13.00%	6,047	14.00%	6,512
Assistant Coach	1.00%	465	2.00%	930	4.00%	1,861	0.63	2,326	0.67	2,791	0.70	3,257	0.73	3,722	0.67	3,722	0.62	3,722	0.57	3,722
Student Council																				
High School	5.20%	2,419	5.40%	2,512	5.50%	2,559	6.50%	3,024	7.50%	3,489	8.50%	3,955	9.50%	4,420	10.50%	4,885	11.00%	5,118	11.00%	5,118
Middle School	0.60	1,451	0.60	1,507	0.60	1,535	0.66	2,000	0.71	2,465	0.74	2,931	0.69	3,070	0.63	3,070	0.60	3,070	0.60	3,070
KIS	0.50	1,210	0.50	1,256	0.50	1,280	0.58	1,745	0.63	2,210	0.65	2,560	0.58	2,560	0.52	2,560	0.50	2,560	0.50	2,560
TES, 3rd Grade	0.50	1,210	0.50	1,256	0.50	1,280	0.58	1,745	0.63	2,210	0.65	2,560	0.58	2,560	0.52	2,560	0.50	2,560	0.50	2,560
Yearbook																				
High School	7.90%	3,675	8.40%	3,908	8.70%	4,047	9.70%	4,512	10.70%	4,977	11.70%	5,443	12.70%	5,908	13.70%	6,373	14.70%	6,838	15.70%	7,303
Middle School	0.60	2,205	0.60	2,345	0.60	2,428	0.64	2,893	0.67	3,358	0.70	3,824	0.73	4,289	0.75	4,754	0.71	4,856	0.66	4,856
Performing Arts																				
Choir/Jazz																				
MS Ensemble Director	2.00%	930	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
5th Grade Chorus Director	2.00%	930	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
HS Varsity Jazz Vocal Group	3.00%	1,396	4.50%	2,093	6.00%	2,791	7.00%	3,256	8.00%	3,721	9.00%	4,187	10.00%	4,652	11.00%	5,117	12.00%	5,582	12.00%	5,582
Drama																				
HS Musical Director	4.00%	1,861	5.00%	2,326	7.00%	3,256	8.00%	3,721	9.00%	4,186	10.00%	4,652	11.00%	5,117	12.00%	5,582	13.00%	6,047	14.00%	6,512
HS Musical Asst.	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,256	8.00%	3,722	9.00%	4,187	10.00%	4,652	10.00%	4,652	10.00%	4,652
HS Musical Tech	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,256	8.00%	3,722	9.00%	4,187	10.00%	4,652	10.00%	4,652	10.00%	4,652
HS Musical Pit	3.00%	1,396	3.50%	1,628	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
HS Play Dir	3.50%	1,628	4.50%	2,093	6.00%	2,791	7.00%	3,256	8.00%	3,721	9.00%	4,187	10.00%	4,652	11.00%	5,117	12.00%	5,582	12.00%	5,582
HS Play Tech	3.00%	1,396	3.50%	1,628	5.00%	2,326	6.00%	2,791	7.00%	3,256	8.00%	3,722	9.00%	4,187	10.00%	4,652	10.00%	4,652	10.00%	4,652
MS Musical Co Dir	3.00%	1,396	3.50%	1,628	5.00%	2,326	6.00%	2,791	7.00%	3,256	8.00%	3,722	9.00%	4,187	10.00%	4,652	10.00%	4,652	10.00%	4,652
MS Musical Co Dir	3.00%	1,396	3.50%	1,628	5.00%	2,326	6.00%	2,791	7.00%	3,256	8.00%	3,722	9.00%	4,187	10.00%	4,652	10.00%	4,652	10.00%	4,652

2024-2025

Base Salary Rate for Supplementals $ 46,520

KEA vs Non-KEA 100%

Step 7-11	1%
Step 8-16	2%
Step 17-21	3%
Step 22-26	4%
Step 27-31	5%
Step 32-36	6%
Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Band																				
High School Band Dir.	11.00%	5,117	12.50%	5,815	15.00%	6,978	16.00%	7,443	17.00%	7,908	18.00%	8,374	19.00%	8,839	20.00%	9,304	21.00%	9,769	22.00%	10,234
Asst. High School Band	4.00%	1,861	4.00%	1,861	7.00%	3,256	8.00%	3,721	9.00%	4,186	10.00%	4,652	11.00%	5,117	12.00%	5,582	13.00%	6,047	14.00%	6,512
Auxilary Unit Advisor	9.00%	4,187	10.00%	4,652	12.00%	5,582	13.00%	6,047	14.00%	6,512	15.00%	6,978	16.00%	7,443	17.00%	7,908	18.00%	8,373	19.00%	8,838
HS Jazz Band	3.00%	1,396	4.50%	2,093	6.00%	2,791	7.00%	3,256	8.00%	3,721	9.00%	4,187	10.00%	4,652	11.00%	5,117	12.00%	5,582	12.00%	5,582
Asst. Jazz	2.00%	930	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
MS Jazz Band	2.00%	930	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
Asst. MS Jazz	1.50%	698	2.00%	930	2.50%	1,163	3.50%	1,628	4.50%	2,093	5.00%	2,326	5.00%	2,326	5.00%	2,326	5.00%	2,326	5.00%	2,326
Technology																				
HS Web	6.70%	3,117	6.90%	3,210	7.10%	3,303	8.10%	3,768	9.10%	4,233	10.10%	4,699	11.10%	5,164	12.10%	5,629	13.10%	6,094	14.10%	6,559
MS Web	0.60	1,870	0.60	1,926	0.60	1,982	0.65	2,447	0.69	2,912	0.72	3,378	0.74	3,843	0.70	3,964	0.65	3,964	0.60	3,964
KIS Web	0.50	1,559	0.50	1,605	0.50	1,652	0.56	2,117	0.61	2,582	0.65	3,048	0.64	3,304	0.59	3,304	0.54	3,304	0.50	3,304
TES Web	0.45	1,403	0.45	1,445	0.45	1,486	0.52	1,951	0.57	2,416	0.61	2,882	0.58	2,972	0.53	2,972	0.49	2,972	0.45	2,972
KHS Aud AV	13.00%	6,048	14.00%	6,513	15.00%	6,978	16.00%	7,443	17.00%	7,908	18.00%	8,374	19.00%	8,839	20.00%	9,304	21.00%	9,769	22.00%	10,234
KHS Asst Av	0.60	3,629	0.60	3,908	0.60	4,187	0.63	4,652	0.65	5,117	0.67	5,583	0.68	6,048	0.70	6,513	0.71	6,978	0.73	7,443

* If a person handles two assignments simultaneously, the second assignment will be paid at 1/2 the second rate;

Example: Cross country boys and cross country girls both practice at the same time, the pay would be 7.9% (Step 0) for one team and 3.95% (Step 0 x 50%) for the other team.

** Steps 7-37 not to exceed twice the value of Step 2

^ Effective with the 2022-2023 school year, newly hired football coaches will not receive a preseason supplemental contract

	Step 0-4		Step 5-9		Step 10-14		Step 15-19		Step 20-24		Step 25-29		Step 30-34		Step 35	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																
Wrestling Stats	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Advisors																
Academic Comp	3.00%	1,396	4.00%	1,861	5.00%	2,326	6.00%	2,792	6.00%	2,792	6.00%	2,792	6.00%	2,792	6.00%	2,792
Art Club, KMS	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Computer, KMS	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Envirothon	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
French Club	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
NHS Variety	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Power of Pen	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Air/Space, KIS	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Kenston Con	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Math Club	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
PACK	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Pulse	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Spanish Club	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Radio Station	7.00%	3,256	8.00%	3,721	9.00%	4,186	10.00%	4,652	11.00%	5,117	12.00%	5,582	13.00%	6,047	14.00%	6,512
Zoo Crew	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860

	Step 0-4		Step 5-9		Step 10-14		Step 15-19		Step 20-24		Step 25-29		Step 30-34		Step 35	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Technology																
Building Tech	1.50%	698	2.50%	1,163	3.00%	1,396	3.00%	1,396	3.00%	1,396	3.00%	1,396	3.00%	1,396	3.00%	1,396
Band																
Band Camp	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Drill Team Camp	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Drama																
MS Musical Tech	2.00%	930	3.00%	1,395	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860	4.00%	1,860
Musical Accom	1.90%	884	2.90%	1,349	3.80%	1,768	3.80%	1,768	3.80%	1,768	3.80%	1,768	3.80%	1,768	3.80%	1,768
Director 8th Gr. Trip	1.80%	837	2.80%	1,302	3.60%	1,674	3.60%	1,674	3.60%	1,674	3.60%	1,674	3.60%	1,674	3.60%	1,674
Outdoor Education Director	4.00%	1,861	5.00%	2,326	6.00%	2,791	7.00%	3,257	8.00%	3,722	8.00%	3,722	8.00%	3,722	8.00%	3,722
Asst Supvr KMS Outdoor Educ	1.00%	465	2.00%	930	2.00%	930	2.00%	930	2.00%	930	2.00%	930	2.00%	930	2.00%	930
Faculty Leaders																
Department Head																
6 or more mem	9.00%	4,187	10.00%	4,652	11.00%	5,117	12.00%	5,583	13.00%	6,048	14.00%	6,513	15.00%	6,978	16.00%	7,443
3 to 6 mem	5.20%	2,419	6.20%	2,884	7.20%	3,349	8.20%	3,815	9.20%	4,280	10.20%	4,745	10.40%	4,838	10.40%	4,838
fewer than 3	4.50%	2,093	5.50%	2,558	6.50%	3,023	7.50%	3,489	8.50%	3,954	9.00%	4,186	9.00%	4,186	9.00%	4,186
Design Coordinator	4.50%	2,093	5.50%	2,558	6.50%	3,023	7.50%	3,489	8.50%	3,954	9.00%	4,186	9.00%	4,186	9.00%	4,186
Design Leader	8.00%	3,722	9.00%	4,187	10.00%	4,652	11.00%	5,118	12.00%	5,583	13.00%	6,048	14.00%	6,513	15.00%	6,978

Field Trip Supervisor and Nurses *		
Only Step 0		
1st Day	1.00%	465
2nd Day	1.25%	582
3rd Day	1.50%	698
4th Day	1.75%	814
5th Day	2.00%	930
Supervisor - In School Suspension **		
(per 4 hr. ses.)	0.25%	116

* Supervisor for Field Trip not to exceed Step 0

** Supervisor for In School Suspension not to exceed Step 0

*** Steps 5-35 Not to exceed twice the value of Step 0

2025-2026

Base Salary Rate for Supplementals $ 47,450

KEA vs Non-KEA 100%

Step 7-11	1%
Step 8-16	2%
Step 17-21	3%
Step 22-26	4%
Step 27-31	5%
Step 32-36	6%
Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																				
HS Faculty Manager	7.00%	3,322	9.00%	4,271	12.00%	5,694	13.00%	6,169	14.00%	6,643	15.00%	7,118	16.00%	7,592	17.00%	8,067	18.00%	8,541	19.00%	9,016
MS Athletic Director	11.00%	5,220	13.00%	6,169	16.00%	7,592	17.00%	8,067	18.00%	8,541	19.00%	9,016	20.00%	9,490	21.00%	9,965	22.00%	10,439	23.00%	10,914
MS Faculty Manager	5.00%	2,373	6.00%	2,847	9.00%	4,271	10.00%	4,746	11.00%	5,220	12.00%	5,695	13.00%	6,169	14.00%	6,644	15.00%	7,118	16.00%	7,593
Weight Room Supervisor	2.00%	949	2.50%	1,186	3.00%	1,424	4.00%	1,899	5.00%	2,373	6.00%	2,848	6.00%	2,848	6.00%	2,848	6.00%	2,848	6.00%	2,848
Equipment Manager HS	5.50%	2,610	6.00%	2,847	8.00%	3,796	9.00%	4,271	10.00%	4,745	11.00%	5,220	12.00%	5,694	13.00%	6,169	14.00%	6,643	15.00%	7,118
Baseball/Softball																				
Head Coach	12.00%	5,694	12.60%	5,979	13.20%	6,263	14.20%	6,738	15.20%	7,212	16.20%	7,687	17.20%	8,161	18.20%	8,636	19.20%	9,110	20.20%	9,585
Assistant Coach	0.70	3,986	0.70	4,185	0.70	4,384	0.72	4,859	0.74	5,333	0.76	5,808	0.77	6,282	0.78	6,757	0.79	7,231	0.80	7,706
Freshman Coach	0.66	3,758	0.66	3,946	0.66	4,134	0.68	4,609	0.70	5,083	0.72	5,558	0.74	6,032	0.75	6,507	0.77	6,981	0.78	7,456
Basketball																				
Head Coach	16.00%	7,592	16.90%	8,019	17.50%	8,304	18.50%	8,779	19.50%	9,253	20.50%	9,728	21.50%	10,202	22.50%	10,677	23.50%	11,151	24.50%	11,626
Assistant Coach	0.70	5,314	0.70	5,613	0.70	5,813	0.72	6,288	0.73	6,762	0.74	7,237	0.76	7,711	0.77	8,186	0.78	8,660	0.79	9,135
Freshman Coach	0.66	5,011	0.66	5,293	0.66	5,481	0.68	5,956	0.69	6,430	0.71	6,905	0.72	7,379	0.74	7,854	0.75	8,328	0.76	8,803
MS Head Coach	0.60	4,555	0.60	4,811	0.60	4,982	0.62	5,457	0.64	5,931	0.66	6,406	0.67	6,880	0.69	7,355	0.70	7,829	0.71	8,304
MS Assistant Coach	0.58	4,403	0.58	4,651	0.58	4,816	0.60	5,291	0.62	5,765	0.64	6,240	0.66	6,714	0.67	7,189	0.69	7,663	0.70	8,138
Bowling *																				
Head Coach	7.90%	3,749	8.40%	3,986	8.70%	4,128	9.70%	4,603	10.70%	5,077	11.70%	5,552	12.70%	6,026	13.70%	6,501	14.70%	6,975	15.70%	7,450
Asst. Coach	0.70	2,624	0.70	2,790	0.70	2,890	0.73	3,365	0.76	3,839	0.78	4,314	0.79	4,788	0.81	5,263	0.82	5,737	0.78	5,780
Cheerleader																				
Varsity Advisor	4.40%	2,088	4.60%	2,183	4.70%	2,230	5.70%	2,705	6.70%	3,179	7.70%	3,654	8.70%	4,128	9.40%	4,460	9.40%	4,460	9.40%	4,460
JV Advisor	0.70	1,462	0.70	1,528	0.70	1,561	0.75	2,036	0.79	2,510	0.82	2,985	0.76	3,122	0.70	3,122	0.70	3,122	0.70	3,122
Freshman Advisor	0.66	1,378	0.66	1,441	0.66	1,472	0.72	1,947	0.76	2,421	0.79	2,896	0.71	2,944	0.66	2,944	0.66	2,944	0.66	2,944
MS Advisor	0.60	1,253	0.60	1,310	0.60	1,338	0.67	1,813	0.72	2,287	0.73	2,676	0.65	2,676	0.60	2,676	0.60	2,676	0.60	2,676
Cross Country *																				
Head Coach	7.90%	3,749	8.40%	3,986	8.70%	4,128	9.70%	4,603	10.70%	5,077	11.70%	5,552	12.70%	6,026	13.70%	6,501	14.70%	6,975	15.70%	7,450
Assistant Coach	0.70	2,624	0.70	2,790	0.70	2,890	0.73	3,365	0.76	3,839	0.78	4,314	0.79	4,788	0.81	5,263	0.82	5,737	0.78	5,780
MS Coach	0.60	2,249	0.60	2,392	0.60	2,477	0.64	2,952	0.67	3,426	0.70	3,901	0.73	4,375	0.75	4,850	0.71	4,954	0.67	4,954
MS Assistant	0.58	2,174	0.58	2,312	0.58	2,394	0.62	2,869	0.66	3,343	0.69	3,818	0.71	4,292	0.73	4,767	0.69	4,788	0.64	4,788
Football																				
Head Coach	16.00%	7,592	16.90%	8,019	17.50%	8,304	18.50%	8,779	19.50%	9,253	20.50%	9,728	21.50%	10,202	22.50%	10,677	23.50%	11,151	24.50%	11,626
HS Asst. Coach	0.70	5,314	0.70	5,613	0.70	5,813	0.72	6,288	0.73	6,762	0.74	7,237	0.76	7,711	0.77	8,186	0.78	8,660	0.79	9,135
Freshman Coach	0.66	5,011	0.66	5,293	0.66	5,481	0.68	5,956	0.69	6,430	0.71	6,905	0.72	7,379	0.74	7,854	0.75	8,328	0.76	8,803
Asst. Freshman Coach	0.65	4,935	0.65	5,212	0.65	5,398	0.67	5,873	0.69	6,347	0.70	6,822	0.72	7,296	0.73	7,771	0.74	8,245	0.75	8,720
MS Head Coach	0.60	4,555	0.60	4,811	0.60	4,982	0.62	5,457	0.64	5,931	0.66	6,406	0.67	6,880	0.69	7,355	0.70	7,829	0.71	8,304
MS Assistant Coach	0.58	4,403	0.58	4,651	0.58	4,816	0.60	5,291	0.62	5,765	0.64	6,240	0.66	6,714	0.67	7,189	0.69	7,663	0.70	8,138
Football - Preseason ^																				
Head Coach	4.00%	1,898	4.00%	1,898	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
HS Asst. Coach	0.70	1,329	0.70	1,329	0.70	1,329	0.76	1,804	0.80	2,278	0.80	2,658	0.70	2,658	0.70	2,658	0.70	2,658	0.70	2,658
Freshman Coach	0.66	1,253	0.66	1,253	0.66	1,253	0.73	1,728	0.77	2,202	0.75	2,506	0.66	2,506	0.66	2,506	0.66	2,506	0.66	2,506
Asst. Freshman Coach	0.65	1,234	0.65	1,234	0.65	1,234	0.72	1,709	0.77	2,183	0.74	2,468	0.65	2,468	0.65	2,468	0.65	2,468	0.65	2,468
MS Head Coach	0.60	1,139	0.60	1,139	0.60	1,139	0.68	1,614	0.73	2,088	0.69	2,278	0.60	2,278	0.60	2,278	0.60	2,278	0.60	2,278
MS Assistant Coach	0.58	1,101	0.58	1,101	0.58	1,101	0.66	1,576	0.72	2,050	0.66	2,202	0.58	2,202	0.58	2,202	0.58	2,202	0.58	2,202

2025-2026

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Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																				
Golf																				
Head Coach	7.90%	3,749	8.40%	3,986	8.70%	4,128	9.70%	4,603	10.70%	5,077	11.70%	5,552	12.70%	6,026	13.70%	6,501	14.70%	6,975	15.70%	7,450
Assistant Coach	0.70	2,624	0.70	2,790	0.70	2,890	0.73	3,365	0.76	3,839	0.78	4,314	0.79	4,788	0.81	5,263	0.82	5,737	0.78	5,780
Gymnastics																				
Head Coach	12.30%	5,836	12.70%	6,026	13.00%	6,169	14.00%	6,644	15.00%	7,118	16.00%	7,593	17.00%	8,067	18.00%	8,542	19.00%	9,016	20.00%	9,491
Assistant Coach	0.70	4,085	0.70	4,218	0.70	4,318	0.72	4,793	0.74	5,267	0.76	5,742	0.77	6,216	0.78	6,691	0.79	7,165	0.80	7,640
Ice Hockey																				
Head Coach	12.30%	5,836	12.70%	6,026	13.00%	6,169	14.00%	6,644	15.00%	7,118	16.00%	7,593	17.00%	8,067	18.00%	8,542	19.00%	9,016	20.00%	9,491
Assistant Coach	0.70	4,085	0.70	4,218	0.70	4,318	0.72	4,793	0.74	5,267	0.76	5,742	0.77	6,216	0.78	6,691	0.79	7,165	0.80	7,640
Lacrosse																				
Head Coach	7.90%	3,749	8.40%	3,986	8.70%	4,128	9.70%	4,603	10.70%	5,077	11.70%	5,552	12.70%	6,026	13.70%	6,501	14.70%	6,975	15.70%	7,450
Assistant Coach	0.70	2,624	0.70	2,790	0.70	2,890	0.73	3,365	0.76	3,839	0.78	4,314	0.79	4,788	0.81	5,263	0.82	5,737	0.78	5,780
Soccer																				
Head Coach	12.00%	5,694	12.60%	5,979	13.20%	6,263	14.20%	6,738	15.20%	7,212	16.20%	7,687	17.20%	8,161	18.20%	8,636	19.20%	9,110	20.20%	9,585
Assistant Coach	0.70	3,986	0.70	4,185	0.70	4,384	0.72	4,859	0.74	5,333	0.76	5,808	0.77	6,282	0.78	6,757	0.79	7,231	0.80	7,706
MS Coach	0.60	3,416	0.60	3,587	0.60	3,758	0.63	4,233	0.65	4,707	0.67	5,182	0.69	5,656	0.71	6,131	0.73	6,605	0.74	7,080
MS Assistant Coach	0.58	3,303	0.58	3,468	0.58	3,633	0.61	4,108	0.64	4,582	0.66	5,057	0.68	5,531	0.70	6,006	0.71	6,480	0.73	6,955
Swimming *																				
Head Coach	12.30%	5,836	12.70%	6,026	13.00%	6,169	14.00%	6,644	15.00%	7,118	16.00%	7,593	17.00%	8,067	18.00%	8,542	19.00%	9,016	20.00%	9,491
Assistant Coach	0.70	4,085	0.70	4,218	0.70	4,318	0.72	4,793	0.74	5,267	0.76	5,742	0.77	6,216	0.78	6,691	0.79	7,165	0.80	7,640
Tennis																				
Head Coach	7.90%	3,749	8.40%	3,986	8.70%	4,128	9.70%	4,603	10.70%	5,077	11.70%	5,552	12.70%	6,026	13.70%	6,501	14.70%	6,975	15.70%	7,450
Assistant Coach	0.70	2,624	0.70	2,790	0.70	2,890	0.73	3,365	0.76	3,839	0.78	4,314	0.79	4,788	0.81	5,263	0.82	5,737	0.78	5,780
Track *																				
Head Coach	12.00%	5,694	12.60%	5,979	13.20%	6,263	14.20%	6,738	15.20%	7,212	16.20%	7,687	17.20%	8,161	18.20%	8,636	19.20%	9,110	20.20%	9,585
Assistant Coach	0.70	3,986	0.70	4,185	0.70	4,384	0.72	4,859	0.74	5,333	0.76	5,808	0.77	6,282	0.78	6,757	0.79	7,231	0.80	7,706
MS Head Coach	0.60	3,416	0.60	3,587	0.60	3,758	0.63	4,233	0.65	4,707	0.67	5,182	0.69	5,656	0.71	6,131	0.73	6,605	0.74	7,080
MS Assistant Coach	0.58	3,303	0.58	3,468	0.58	3,633	0.61	4,108	0.64	4,582	0.66	5,057	0.68	5,531	0.70	6,006	0.71	6,480	0.73	6,955
Volleyball																				
Head Coach	11.30%	5,362	11.80%	5,599	12.10%	5,741	13.10%	6,216	14.10%	6,690	15.10%	7,165	16.10%	7,639	17.10%	8,114	18.10%	8,588	19.10%	9,063
Assistant Coach	0.70	3,753	0.70	3,919	0.70	4,019	0.72	4,494	0.74	4,968	0.76	5,443	0.77	5,917	0.79	6,392	0.80	6,866	0.81	7,341
MS Head Coach	0.60	3,217	0.60	3,359	0.60	3,445	0.63	3,920	0.66	4,394	0.68	4,869	0.70	5,343	0.72	5,818	0.73	6,292	0.75	6,767
MS Assistant Coach	0.58	3,110	0.58	3,247	0.58	3,330	0.61	3,805	0.64	4,279	0.66	4,754	0.68	5,228	0.70	5,703	0.72	6,177	0.73	6,652
Wrestling																				
Head Coach	16.00%	7,592	16.90%	8,019	17.50%	8,304	18.50%	8,779	19.50%	9,253	20.50%	9,728	21.50%	10,202	22.50%	10,677	23.50%	11,151	24.50%	11,626
Assistant Coach	0.70	5,314	0.70	5,613	0.70	5,813	0.72	6,288	0.73	6,762	0.74	7,237	0.76	7,711	0.77	8,186	0.78	8,660	0.79	9,135
MS Head Coach	0.60	4,555	0.60	4,811	0.60	4,982	0.62	5,457	0.64	5,931	0.66	6,406	0.67	6,880	0.69	7,355	0.70	7,829	0.71	8,304
MS Assistant Coach	0.58	4,403	0.58	4,651	0.58	4,816	0.60	5,291	0.62	5,765	0.64	6,240	0.66	6,714	0.67	7,189	0.69	7,663	0.70	8,138

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	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																				
Advisors																				
Class Advisors																				
Senior	2.50%	1,186	3.50%	1,661	5.50%	2,610	6.50%	3,085	7.50%	3,559	8.50%	4,034	9.50%	4,508	10.50%	4,983	11.00%	5,220	11.00%	5,220
Junior	2.00%	949	3.00%	1,424	5.00%	2,373	6.00%	2,848	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	10.00%	4,746	10.00%	4,746
Sophmore	1.00%	475	2.00%	949	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
Freshman	1.00%	475	2.00%	949	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
Janus	6.70%	3,179	6.90%	3,274	7.10%	3,369	8.10%	3,844	9.10%	4,318	10.10%	4,793	11.10%	5,267	12.10%	5,742	13.10%	6,216	14.10%	6,691
National Honor Society	4.00%	1,898	5.00%	2,373	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	11.00%	5,220	12.00%	5,695	13.00%	6,169	14.00%	6,644
Interact	2.00%	949	3.00%	1,424	5.00%	2,373	6.00%	2,848	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	10.00%	4,746	10.00%	4,746
Science Olympiad																				
Head Coach	6.70%	3,179	6.90%	3,274	7.10%	3,369	8.10%	3,844	9.10%	4,318	10.10%	4,793	11.10%	5,267	12.10%	5,742	13.10%	6,216	14.10%	6,691
Assistant Coach	0.70	2,225	0.70	2,292	0.70	2,358	0.74	2,833	0.77	3,307	0.79	3,782	0.81	4,256	0.82	4,716	0.76	4,716	0.70	4,716
Speech/Debate																				
Head Coach	4.00%	1,898	5.00%	2,373	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	11.00%	5,220	12.00%	5,695	13.00%	6,169	14.00%	6,644
Assistant Coach	1.00%	475	2.00%	949	4.00%	1,898	0.62	2,373	0.67	2,847	0.70	3,322	0.73	3,796	0.67	3,796	0.62	3,796	0.57	3,796
Student Council																				
High School	5.20%	2,467	5.40%	2,562	5.50%	2,610	6.50%	3,085	7.50%	3,559	8.50%	4,034	9.50%	4,508	10.50%	4,983	11.00%	5,220	11.00%	5,220
Middle School	0.60	1,480	0.60	1,537	0.60	1,566	0.66	2,041	0.71	2,515	0.74	2,990	0.69	3,132	0.63	3,132	0.60	3,132	0.60	3,132
KIS	0.50	1,234	0.50	1,281	0.50	1,305	0.58	1,780	0.63	2,254	0.65	2,610	0.58	2,610	0.52	2,610	0.50	2,610	0.50	2,610
TES, 3rd Grade	0.50	1,234	0.50	1,281	0.50	1,305	0.58	1,780	0.63	2,254	0.65	2,610	0.58	2,610	0.52	2,610	0.50	2,610	0.50	2,610
Yearbook																				
High School	7.90%	3,749	8.40%	3,986	8.70%	4,128	9.70%	4,603	10.70%	5,077	11.70%	5,552	12.70%	6,026	13.70%	6,501	14.70%	6,975	15.70%	7,450
Middle School	0.60	2,249	0.60	2,392	0.60	2,477	0.64	2,952	0.67	3,426	0.70	3,901	0.73	4,375	0.75	4,850	0.71	4,954	0.67	4,954
Performing Arts																				
Choir/Jazz																				
MS Ensemble Director	2.00%	949	3.00%	1,424	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
5th Grade Chorus Director	2.00%	949	3.00%	1,424	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
HS Varsity Jazz Vocal Group	3.00%	1,424	4.50%	2,135	6.00%	2,847	7.00%	3,322	8.00%	3,796	9.00%	4,271	10.00%	4,745	11.00%	5,220	12.00%	5,694	12.00%	5,694
Drama																				
HS Musical Director	4.00%	1,898	5.00%	2,373	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	11.00%	5,220	12.00%	5,695	13.00%	6,169	14.00%	6,644
HS Musical Asst.	3.00%	1,424	4.00%	1,898	5.00%	2,373	6.00%	2,848	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	10.00%	4,746	10.00%	4,746
HS Musical Tech	3.00%	1,424	4.00%	1,898	5.00%	2,373	6.00%	2,848	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	10.00%	4,746	10.00%	4,746
HS Musical Pit	3.00%	1,424	3.50%	1,661	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
HS Play Dir	3.50%	1,661	4.50%	2,135	6.00%	2,847	7.00%	3,322	8.00%	3,796	9.00%	4,271	10.00%	4,745	11.00%	5,220	12.00%	5,694	12.00%	5,694
HS Play Tech	3.00%	1,424	3.50%	1,661	5.00%	2,373	6.00%	2,848	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	10.00%	4,746	10.00%	4,746
MS Musical Co Dir	3.00%	1,424	3.50%	1,661	5.00%	2,373	6.00%	2,848	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	10.00%	4,746	10.00%	4,746
MS Musical Co Dir	3.00%	1,424	3.50%	1,661	5.00%	2,373	6.00%	2,848	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	10.00%	4,746	10.00%	4,746

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	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																				
Band																				
High School Band Dir.	11.00%	5,220	12.50%	5,931	15.00%	7,118	16.00%	7,593	17.00%	8,067	18.00%	8,542	19.00%	9,016	20.00%	9,491	21.00%	9,965	22.00%	10,440
Asst. High School Band	4.00%	1,898	4.00%	1,898	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	11.00%	5,220	12.00%	5,695	13.00%	6,169	14.00%	6,644
Auxilary Unit Advisor	9.00%	4,271	10.00%	4,745	12.00%	5,694	13.00%	6,169	14.00%	6,643	15.00%	7,118	16.00%	7,592	17.00%	8,067	18.00%	8,541	19.00%	9,016
HS Jazz Band	3.00%	1,424	4.50%	2,135	6.00%	2,847	7.00%	3,322	8.00%	3,796	9.00%	4,271	10.00%	4,745	11.00%	5,220	12.00%	5,694	12.00%	5,694
Asst. Jazz	2.00%	949	3.00%	1,424	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
MS Jazz Band	2.00%	949	3.00%	1,424	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
Asst. MS Jazz	1.50%	712	2.00%	949	2.50%	1,186	3.50%	1,661	4.50%	2,135	5.00%	2,372	5.00%	2,372	5.00%	2,372	5.00%	2,372	5.00%	2,372
Technology																				
HS Web	6.70%	3,179	6.90%	3,274	7.10%	3,369	8.10%	3,844	9.10%	4,318	10.10%	4,793	11.10%	5,267	12.10%	5,742	13.10%	6,216	14.10%	6,691
MS Web	0.60	1,907	0.60	1,964	0.60	2,021	0.65	2,496	0.69	2,970	0.72	3,445	0.74	3,919	0.70	4,042	0.65	4,042	0.60	4,042
KIS Web	0.50	1,590	0.50	1,637	0.50	1,685	0.56	2,160	0.61	2,634	0.65	3,109	0.64	3,370	0.59	3,370	0.54	3,370	0.50	3,370
TES Web	0.45	1,431	0.45	1,473	0.45	1,516	0.52	1,991	0.57	2,465	0.61	2,940	0.58	3,032	0.53	3,032	0.49	3,032	0.45	3,032
KHS Aud AV	13.00%	6,169	14.00%	6,643	15.00%	7,118	16.00%	7,593	17.00%	8,067	18.00%	8,542	19.00%	9,016	20.00%	9,491	21.00%	9,965	22.00%	10,440
KHS Asst Av	0.60	3,701	0.60	3,986	0.60	4,271	0.63	4,746	0.65	5,220	0.67	5,695	0.68	6,169	0.70	6,644	0.71	7,118	0.73	7,593

* If a person handles two assignments simultaneously, the second assignment will be paid at 1/2 the second rate;

Example: Cross country boys and cross country girls both practice at the same time, the pay would be 7.9% (Step 0) for one team and 3.95% (Step 0 x 50%) for the other team.

** Steps 7-37 not to exceed twice the value of Step 2

^ Effective with the 2022-2023 school year, newly hired football coaches will not receive a preseason supplemental contract

	Step 0-4		Step 5-9		Step 10-14		Step 15-19		Step 20-24		Step 25-29		Step 30-34		Step 35	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																
Wrestling Stats	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Advisors																
Academic Comp	3.00%	1,424	4.00%	1,899	5.00%	2,373	6.00%	2,848	6.00%	2,848	6.00%	2,848	6.00%	2,848	6.00%	2,848
Art Club, KMS	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Computer, KMS	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Envirothon	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
French Club	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
NHS Variety	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Power of Pen	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Air/Space, KIS	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Kenston Con	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Math Club	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
PACK	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Pulse	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Spanish Club	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Radio Station	7.00%	3,322	8.00%	3,797	9.00%	4,271	10.00%	4,746	11.00%	5,220	12.00%	5,695	13.00%	6,169	14.00%	6,644
Zoo Crew	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898

	Step 0-4		Step 5-9		Step 10-14		Step 15-19		Step 20-24		Step 25-29		Step 30-34		Step 35	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Technology																
Building Tech	1.50%	712	2.50%	1,187	3.00%	1,424	3.00%	1,424	3.00%	1,424	3.00%	1,424	3.00%	1,424	3.00%	1,424
Band																
Band Camp	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Drill Team Camp	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Drama																
MS Musical Tech	2.00%	949	3.00%	1,424	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898	4.00%	1,898
Musical Accom	1.90%	902	2.90%	1,377	3.80%	1,804	3.80%	1,804	3.80%	1,804	3.80%	1,804	3.80%	1,804	3.80%	1,804
Director 8th Gr. Trip	1.80%	854	2.80%	1,329	3.60%	1,708	3.60%	1,708	3.60%	1,708	3.60%	1,708	3.60%	1,708	3.60%	1,708
Outdoor Education Director	4.00%	1,898	5.00%	2,373	6.00%	2,847	7.00%	3,322	8.00%	3,796	8.00%	3,796	8.00%	3,796	8.00%	3,796
Asst Supvr KMS Outdoor Educ	1.00%	475	2.00%	950	2.00%	950	2.00%	950	2.00%	950	2.00%	950	2.00%	950	2.00%	950
Faculty Leaders																
Department Head																
6 or more mem	9.00%	4,271	10.00%	4,746	11.00%	5,220	12.00%	5,695	13.00%	6,169	14.00%	6,644	15.00%	7,118	16.00%	7,593
3 to 6 mem	5.20%	2,467	6.20%	2,942	7.20%	3,416	8.20%	3,891	9.20%	4,365	10.20%	4,840	10.40%	4,934	10.40%	4,934
fewer than 3	4.50%	2,135	5.50%	2,610	6.50%	3,084	7.50%	3,559	8.50%	4,033	9.00%	4,270	9.00%	4,270	9.00%	4,270
Design Coordinator	4.50%	2,135	5.50%	2,610	6.50%	3,084	7.50%	3,559	8.50%	4,033	9.00%	4,270	9.00%	4,270	9.00%	4,270
Design Leader	8.00%	3,796	9.00%	4,271	10.00%	4,745	11.00%	5,220	12.00%	5,694	13.00%	6,169	14.00%	6,643	15.00%	7,118

Field Trip Supervisor and Nurses *		
Only Step 0		
1st Day	1.00%	475
2nd Day	1.25%	593
3rd Day	1.50%	712
4th Day	1.75%	830
5th Day	2.00%	949
Supervisor - In School Suspension **		
(per 4 hr. ses.)	0.25%	119

* Supervisor for Field Trip not to exceed Step 0

** Supervisor for In School Suspension not to exceed Step 0

*** Steps 5-35 Not to exceed twice the value of Step 0

2026-2027

Base Salary Rate for Supplementals $ 48,518

KEA vs Non-KEA 100%

Step 7-11	1%
Step 8-16	2%
Step 17-21	3%
Step 22-26	4%
Step 27-31	5%
Step 32-36	6%
Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																				
HS Faculty Manager	7.00%	3,396	9.00%	4,367	12.00%	5,822	13.00%	6,307	14.00%	6,792	15.00%	7,278	16.00%	7,763	17.00%	8,248	18.00%	8,733	19.00%	9,218
MS Athletic Director	11.00%	5,337	13.00%	6,307	16.00%	7,763	17.00%	8,248	18.00%	8,733	19.00%	9,219	20.00%	9,704	21.00%	10,189	22.00%	10,674	23.00%	11,159
MS Faculty Manager	5.00%	2,426	6.00%	2,911	9.00%	4,367	10.00%	4,852	11.00%	5,337	12.00%	5,823	13.00%	6,308	14.00%	6,793	15.00%	7,278	16.00%	7,763
Weight Room Supervisor	2.00%	970	2.50%	1,213	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,912	6.00%	2,912	6.00%	2,912	6.00%	2,912	6.00%	2,912
Equipment Manager HS	5.50%	2,668	6.00%	2,911	8.00%	3,881	9.00%	4,366	10.00%	4,851	11.00%	5,337	12.00%	5,822	13.00%	6,307	14.00%	6,792	15.00%	7,277
Baseball/Softball																				
Head Coach	12.00%	5,822	12.60%	6,113	13.20%	6,404	14.20%	6,889	15.20%	7,374	16.20%	7,860	17.20%	8,345	18.20%	8,830	19.20%	9,315	20.20%	9,800
Assistant Coach	0.70	4,075	0.70	4,279	0.70	4,483	0.72	4,968	0.74	5,453	0.76	5,939	0.77	6,424	0.78	6,909	0.79	7,394	0.80	7,879
Freshman Coach	0.66	3,843	0.66	4,035	0.66	4,227	0.68	4,712	0.70	5,197	0.72	5,683	0.74	6,168	0.75	6,653	0.77	7,138	0.78	7,623
Basketball																				
Head Coach	16.00%	7,763	16.90%	8,200	17.50%	8,491	18.50%	8,976	19.50%	9,461	20.50%	9,947	21.50%	10,432	22.50%	10,917	23.50%	11,402	24.50%	11,887
Assistant Coach	0.70	5,434	0.70	5,740	0.70	5,944	0.72	6,429	0.73	6,914	0.74	7,400	0.76	7,885	0.77	8,370	0.78	8,855	0.79	9,340
Freshman Coach	0.66	5,124	0.66	5,412	0.66	5,604	0.68	6,089	0.69	6,574	0.71	7,060	0.72	7,545	0.74	8,030	0.75	8,515	0.76	9,000
MS Head Coach	0.60	4,658	0.60	4,920	0.60	5,095	0.62	5,580	0.64	6,065	0.66	6,551	0.67	7,036	0.69	7,521	0.70	8,006	0.71	8,491
MS Assistant Coach	0.58	4,503	0.58	4,756	0.58	4,925	0.60	5,410	0.62	5,895	0.64	6,381	0.66	6,866	0.67	7,351	0.69	7,836	0.70	8,321
Bowling *																				
Head Coach	7.90%	3,833	8.40%	4,076	8.70%	4,221	9.70%	4,706	10.70%	5,191	11.70%	5,677	12.70%	6,162	13.70%	6,647	14.70%	7,132	15.70%	7,617
Asst. Coach	0.70	2,683	0.70	2,853	0.70	2,955	0.73	3,440	0.76	3,925	0.78	4,411	0.79	4,896	0.81	5,381	0.82	5,866	0.78	5,910
Cheerleader																				
Varsity Advisor	4.40%	2,135	4.60%	2,232	4.70%	2,280	5.70%	2,765	6.70%	3,250	7.70%	3,736	8.70%	4,221	9.40%	4,560	9.40%	4,560	9.40%	4,560
JV Advisor	0.70	1,495	0.70	1,562	0.70	1,596	0.75	2,081	0.79	2,566	0.82	3,052	0.76	3,192	0.70	3,192	0.70	3,192	0.70	3,192
Freshman Advisor	0.66	1,409	0.66	1,473	0.66	1,505	0.72	1,990	0.76	2,475	0.79	2,961	0.71	3,010	0.66	3,010	0.66	3,010	0.66	3,010
MS Advisor	0.60	1,281	0.60	1,339	0.60	1,368	0.67	1,853	0.72	2,338	0.73	2,736	0.65	2,736	0.60	2,736	0.60	2,736	0.60	2,736
Cross Country *																				
Head Coach	7.90%	3,833	8.40%	4,076	8.70%	4,221	9.70%	4,706	10.70%	5,191	11.70%	5,677	12.70%	6,162	13.70%	6,647	14.70%	7,132	15.70%	7,617
Assistant Coach	0.70	2,683	0.70	2,853	0.70	2,955	0.73	3,440	0.76	3,925	0.78	4,411	0.79	4,896	0.81	5,381	0.82	5,866	0.78	5,910
MS Coach	0.60	2,300	0.60	2,446	0.60	2,533	0.64	3,018	0.67	3,503	0.70	3,989	0.73	4,474	0.75	4,959	0.71	5,066	0.67	5,066
MS Assistant	0.58	2,223	0.58	2,364	0.58	2,448	0.62	2,933	0.66	3,418	0.69	3,904	0.71	4,389	0.73	4,874	0.69	4,896	0.64	4,896
Football																				
Head Coach	16.00%	7,763	16.90%	8,200	17.50%	8,491	18.50%	8,976	19.50%	9,461	20.50%	9,947	21.50%	10,432	22.50%	10,917	23.50%	11,402	24.50%	11,887
HS Asst. Coach	0.70	5,434	0.70	5,740	0.70	5,944	0.72	6,429	0.73	6,914	0.74	7,400	0.76	7,885	0.77	8,370	0.78	8,855	0.79	9,340
Freshman Coach	0.66	5,124	0.66	5,412	0.66	5,604	0.68	6,089	0.69	6,574	0.71	7,060	0.72	7,545	0.74	8,030	0.75	8,515	0.76	9,000
Asst. Freshman Coach	0.65	5,046	0.65	5,330	0.65	5,519	0.67	6,004	0.69	6,489	0.70	6,975	0.72	7,460	0.73	7,945	0.74	8,430	0.75	8,915
MS Head Coach	0.60	4,658	0.60	4,920	0.60	5,095	0.62	5,580	0.64	6,065	0.66	6,551	0.67	7,036	0.69	7,521	0.70	8,006	0.71	8,491
MS Assistant Coach	0.58	4,503	0.58	4,756	0.58	4,925	0.60	5,410	0.62	5,895	0.64	6,381	0.66	6,866	0.67	7,351	0.69	7,836	0.70	8,321
Football - Preseason ^																				
Head Coach	4.00%	1,941	4.00%	1,941	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
HS Asst. Coach	0.70	1,359	0.70	1,359	0.70	1,359	0.76	1,844	0.80	2,329	0.80	2,718	0.70	2,718	0.70	2,718	0.70	2,718	0.70	2,718
Freshman Coach	0.66	1,281	0.66	1,281	0.66	1,281	0.73	1,766	0.77	2,251	0.75	2,562	0.66	2,562	0.66	2,562	0.66	2,562	0.66	2,562
Asst. Freshman Coach	0.65	1,262	0.65	1,262	0.65	1,262	0.72	1,747	0.77	2,232	0.74	2,524	0.65	2,524	0.65	2,524	0.65	2,524	0.65	2,524
MS Head Coach	0.60	1,165	0.60	1,165	0.60	1,165	0.68	1,650	0.73	2,135	0.69	2,330	0.60	2,330	0.60	2,330	0.60	2,330	0.60	2,330
MS Assistant Coach	0.58	1,126	0.58	1,126	0.58	1,126	0.66	1,611	0.72	2,096	0.66	2,252	0.58	2,252	0.58	2,252	0.58	2,252	0.58	2,252

2026-2027

Base Salary Rate for Supplementals $ 48,518

KEA vs Non-KEA 100%

Step 7-11	1%
Step 8-16	2%
Step 17-21	3%
Step 22-26	4%
Step 27-31	5%
Step 32-36	6%
Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Golf																				
Head Coach	7.90%	3,833	8.40%	4,076	8.70%	4,221	9.70%	4,706	10.70%	5,191	11.70%	5,677	12.70%	6,162	13.70%	6,647	14.70%	7,132	15.70%	7,617
Assistant Coach	0.70	2,683	0.70	2,853	0.70	2,955	0.73	3,440	0.76	3,925	0.78	4,411	0.79	4,896	0.81	5,381	0.82	5,866	0.78	5,910
Gymnastics																				
Head Coach	12.30%	5,968	12.70%	6,162	13.00%	6,307	14.00%	6,792	15.00%	7,277	16.00%	7,763	17.00%	8,248	18.00%	8,733	19.00%	9,218	20.00%	9,703
Assistant Coach	0.70	4,178	0.70	4,313	0.70	4,415	0.72	4,900	0.74	5,385	0.76	5,871	0.77	6,356	0.78	6,841	0.79	7,326	0.81	7,811
Ice Hockey																				
Head Coach	12.30%	5,968	12.70%	6,162	13.00%	6,307	14.00%	6,792	15.00%	7,277	16.00%	7,763	17.00%	8,248	18.00%	8,733	19.00%	9,218	20.00%	9,703
Assistant Coach	0.70	4,178	0.70	4,313	0.70	4,415	0.72	4,900	0.74	5,385	0.76	5,871	0.77	6,356	0.78	6,841	0.79	7,326	0.81	7,811
Lacrosse																				
Head Coach	7.90%	3,833	8.40%	4,076	8.70%	4,221	9.70%	4,706	10.70%	5,191	11.70%	5,677	12.70%	6,162	13.70%	6,647	14.70%	7,132	15.70%	7,617
Assistant Coach	0.70	2,683	0.70	2,853	0.70	2,955	0.73	3,440	0.76	3,925	0.78	4,411	0.79	4,896	0.81	5,381	0.82	5,866	0.78	5,910
Soccer																				
Head Coach	12.00%	5,822	12.60%	6,113	13.20%	6,404	14.20%	6,889	15.20%	7,374	16.20%	7,860	17.20%	8,345	18.20%	8,830	19.20%	9,315	20.20%	9,800
Assistant Coach	0.70	4,075	0.70	4,279	0.70	4,483	0.72	4,968	0.74	5,453	0.76	5,939	0.77	6,424	0.78	6,909	0.79	7,394	0.80	7,879
MS Coach	0.60	3,493	0.60	3,668	0.60	3,842	0.63	4,327	0.65	4,812	0.67	5,298	0.69	5,783	0.71	6,268	0.72	6,753	0.74	7,238
MS Assistant Coach	0.58	3,377	0.58	3,546	0.58	3,714	0.61	4,199	0.64	4,684	0.66	5,170	0.68	5,655	0.70	6,140	0.71	6,625	0.73	7,110
Swimming *																				
Head Coach	12.30%	5,968	12.70%	6,162	13.00%	6,307	14.00%	6,792	15.00%	7,277	16.00%	7,763	17.00%	8,248	18.00%	8,733	19.00%	9,218	20.00%	9,703
Assistant Coach	0.70	4,178	0.70	4,313	0.70	4,415	0.72	4,900	0.74	5,385	0.76	5,871	0.77	6,356	0.78	6,841	0.79	7,326	0.81	7,811
Tennis																				
Head Coach	7.90%	3,833	8.40%	4,076	8.70%	4,221	9.70%	4,706	10.70%	5,191	11.70%	5,677	12.70%	6,162	13.70%	6,647	14.70%	7,132	15.70%	7,617
Assistant Coach	0.70	2,683	0.70	2,853	0.70	2,955	0.73	3,440	0.76	3,925	0.78	4,411	0.79	4,896	0.81	5,381	0.82	5,866	0.78	5,910
Track *																				
Head Coach	12.00%	5,822	12.60%	6,113	13.20%	6,404	14.20%	6,889	15.20%	7,374	16.20%	7,860	17.20%	8,345	18.20%	8,830	19.20%	9,315	20.20%	9,800
Assistant Coach	0.70	4,075	0.70	4,279	0.70	4,483	0.72	4,968	0.74	5,453	0.76	5,939	0.77	6,424	0.78	6,909	0.79	7,394	0.80	7,879
MS Head Coach	0.60	3,493	0.60	3,668	0.60	3,842	0.63	4,327	0.65	4,812	0.67	5,298	0.69	5,783	0.71	6,268	0.72	6,753	0.74	7,238
MS Assistant Coach	0.58	3,377	0.58	3,546	0.58	3,714	0.61	4,199	0.64	4,684	0.66	5,170	0.68	5,655	0.70	6,140	0.71	6,625	0.73	7,110
Volleyball																				
Head Coach	11.30%	5,483	11.80%	5,725	12.10%	5,871	13.10%	6,356	14.10%	6,841	15.10%	7,327	16.10%	7,812	17.10%	8,297	18.10%	8,782	19.10%	9,267
Assistant Coach	0.70	3,838	0.70	4,008	0.70	4,110	0.72	4,595	0.74	5,080	0.76	5,566	0.77	6,051	0.79	6,536	0.80	7,021	0.81	7,506
MS Head Coach	0.60	3,290	0.60	3,435	0.60	3,523	0.63	4,008	0.66	4,493	0.68	4,979	0.70	5,464	0.72	5,949	0.73	6,434	0.75	6,919
MS Assistant Coach	0.58	3,180	0.58	3,321	0.58	3,405	0.61	3,890	0.64	4,375	0.66	4,861	0.68	5,346	0.70	5,831	0.72	6,316	0.73	6,801
Wrestling																				
Head Coach	16.00%	7,763	16.90%	8,200	17.50%	8,491	18.50%	8,976	19.50%	9,461	20.50%	9,947	21.50%	10,432	22.50%	10,917	23.50%	11,402	24.50%	11,887
Assistant Coach	0.70	5,434	0.70	5,740	0.70	5,944	0.72	6,429	0.73	6,914	0.74	7,400	0.76	7,885	0.77	8,370	0.78	8,855	0.79	9,340
MS Head Coach	0.60	4,658	0.60	4,920	0.60	5,095	0.62	5,580	0.64	6,065	0.66	6,551	0.67	7,036	0.69	7,521	0.70	8,006	0.71	8,491
MS Assistant Coach	0.58	4,503	0.58	4,756	0.58	4,925	0.60	5,410	0.62	5,895	0.64	6,381	0.66	6,866	0.67	7,351	0.69	7,836	0.70	8,321

2026-2027

Base Salary Rate for Supplementals $ 48,518

KEA vs Non-KEA 100%

Step 7-11	1%
Step 8-16	2%
Step 17-21	3%
Step 22-26	4%
Step 27-31	5%
Step 32-36	6%
Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Advisors																				
Class Advisors																				
Senior	2.50%	1,213	3.50%	1,698	5.50%	2,668	6.50%	3,153	7.50%	3,638	8.50%	4,124	9.50%	4,609	10.50%	5,094	11.00%	5,336	11.00%	5,336
Junior	2.00%	970	3.00%	1,456	5.00%	2,426	6.00%	2,911	7.00%	3,396	8.00%	3,882	9.00%	4,367	10.00%	4,852	10.00%	4,852	10.00%	4,852
Sophmore	1.00%	485	2.00%	970	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
Freshman	1.00%	485	2.00%	970	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
Janus	6.70%	3,251	6.90%	3,348	7.10%	3,445	8.10%	3,930	9.10%	4,415	10.10%	4,901	11.10%	5,386	12.10%	5,871	13.10%	6,356	14.10%	6,841
National Honor Society	4.00%	1,941	5.00%	2,426	7.00%	3,396	8.00%	3,881	9.00%	4,366	10.00%	4,852	11.00%	5,337	12.00%	5,822	13.00%	6,307	14.00%	6,792
Interact	2.00%	970	3.00%	1,456	5.00%	2,426	6.00%	2,911	7.00%	3,396	8.00%	3,882	9.00%	4,367	10.00%	4,852	10.00%	4,852	10.00%	4,852
Science Olympiad																				
Head Coach	6.70%	3,251	6.90%	3,348	7.10%	3,445	8.10%	3,930	9.10%	4,415	10.10%	4,901	11.10%	5,386	12.10%	5,871	13.10%	6,356	14.10%	6,841
Assistant Coach	0.70	2,276	0.70	2,344	0.70	2,412	0.74	2,897	0.77	3,382	0.79	3,868	0.81	4,353	0.82	4,824	0.76	4,824	0.71	4,824
Speech/Debate																				
Head Coach	4.00%	1,941	5.00%	2,426	7.00%	3,396	8.00%	3,881	9.00%	4,366	10.00%	4,852	11.00%	5,337	12.00%	5,822	13.00%	6,307	14.00%	6,792
Assistant Coach	1.00%	485	2.00%	970	4.00%	1,941	0.63	2,426	0.67	2,911	0.70	3,397	0.73	3,882	0.67	3,882	0.62	3,882	0.57	3,882
Student Council																				
High School	5.20%	2,523	5.40%	2,620	5.50%	2,668	6.50%	3,153	7.50%	3,638	8.50%	4,124	9.50%	4,609	10.50%	5,094	11.00%	5,336	11.00%	5,336
Middle School	0.60	1,514	0.60	1,572	0.60	1,601	0.66	2,086	0.71	2,571	0.74	3,057	0.69	3,202	0.63	3,202	0.60	3,202	0.60	3,202
KIS	0.50	1,262	0.50	1,310	0.50	1,334	0.58	1,819	0.63	2,304	0.65	2,668	0.58	2,668	0.52	2,668	0.50	2,668	0.50	2,668
TES, 3rd Grade	0.50	1,262	0.50	1,310	0.50	1,334	0.58	1,819	0.63	2,304	0.65	2,668	0.58	2,668	0.52	2,668	0.50	2,668	0.50	2,668
Yearbook																				
High School	7.90%	3,833	8.40%	4,076	8.70%	4,221	9.70%	4,706	10.70%	5,191	11.70%	5,677	12.70%	6,162	13.70%	6,647	14.70%	7,132	15.70%	7,617
Middle School	0.60	2,300	0.60	2,446	0.60	2,533	0.64	3,018	0.67	3,503	0.70	3,989	0.73	4,474	0.75	4,959	0.71	5,066	0.67	5,066
Performing Arts																				
Choir/Jazz																				
MS Ensemble Director	2.00%	970	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
5th Grade Chorus Director	2.00%	970	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
HS Varsity Jazz Vocal Group	3.00%	1,456	4.50%	2,183	6.00%	2,911	7.00%	3,396	8.00%	3,881	9.00%	4,367	10.00%	4,852	11.00%	5,337	12.00%	5,822	12.00%	5,822
Drama																				
HS Musical Director	4.00%	1,941	5.00%	2,426	7.00%	3,396	8.00%	3,881	9.00%	4,366	10.00%	4,852	11.00%	5,337	12.00%	5,822	13.00%	6,307	14.00%	6,792
HS Musical Asst.	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,396	8.00%	3,882	9.00%	4,367	10.00%	4,852	10.00%	4,852	10.00%	4,852
HS Musical Tech	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,396	8.00%	3,882	9.00%	4,367	10.00%	4,852	10.00%	4,852	10.00%	4,852
HS Musical Pit	3.00%	1,456	3.50%	1,698	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
HS Play Dir	3.50%	1,698	4.50%	2,183	6.00%	2,911	7.00%	3,396	8.00%	3,881	9.00%	4,367	10.00%	4,852	11.00%	5,337	12.00%	5,822	12.00%	5,822
HS Play Tech	3.00%	1,456	3.50%	1,698	5.00%	2,426	6.00%	2,911	7.00%	3,396	8.00%	3,882	9.00%	4,367	10.00%	4,852	10.00%	4,852	10.00%	4,852
MS Musical Co Dir	3.00%	1,456	3.50%	1,698	5.00%	2,426	6.00%	2,911	7.00%	3,396	8.00%	3,882	9.00%	4,367	10.00%	4,852	10.00%	4,852	10.00%	4,852
MS Musical Co Dir	3.00%	1,456	3.50%	1,698	5.00%	2,426	6.00%	2,911	7.00%	3,396	8.00%	3,882	9.00%	4,367	10.00%	4,852	10.00%	4,852	10.00%	4,852

2026-2027

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KEA vs Non-KEA 100%

Step 7-11	1%
Step 8-16	2%
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Step 22-26	4%
Step 27-31	5%
Step 32-36	6%
Step 37	7%

	Step 0		Step 1		Step 2-6		Step 7-11		Step 12-16		Step 17-21		Step 22-26		Step 27-31		Step 32-36		Step 37	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Band																				
High School Band Dir.	11.00%	5,337	12.50%	6,065	15.00%	7,278	16.00%	7,763	17.00%	8,248	18.00%	8,734	19.00%	9,219	20.00%	9,704	21.00%	10,189	22.00%	10,674
Asst. High School Band	4.00%	1,941	4.00%	1,941	7.00%	3,396	8.00%	3,881	9.00%	4,366	10.00%	4,852	11.00%	5,337	12.00%	5,822	13.00%	6,307	14.00%	6,792
Auxilary Unit Advisor	9.00%	4,367	10.00%	4,852	12.00%	5,822	13.00%	6,307	14.00%	6,792	15.00%	7,278	16.00%	7,763	17.00%	8,248	18.00%	8,733	19.00%	9,218
HS Jazz Band	3.00%	1,456	4.50%	2,183	6.00%	2,911	7.00%	3,396	8.00%	3,881	9.00%	4,367	10.00%	4,852	11.00%	5,337	12.00%	5,822	12.00%	5,822
Asst. Jazz	2.00%	970	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
MS Jazz Band	2.00%	970	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
Asst. MS Jazz	1.50%	728	2.00%	970	2.50%	1,213	3.50%	1,698	4.50%	2,183	5.00%	2,426	5.00%	2,426	5.00%	2,426	5.00%	2,426	5.00%	2,426
Technology																				
HS Web	6.70%	3,251	6.90%	3,348	7.10%	3,445	8.10%	3,930	9.10%	4,415	10.10%	4,901	11.10%	5,386	12.10%	5,871	13.10%	6,356	14.10%	6,841
MS Web	0.60	1,951	0.60	2,009	0.60	2,067	0.65	2,552	0.69	3,037	0.72	3,523	0.74	4,008	0.70	4,134	0.65	4,134	0.60	4,134
KIS Web	0.50	1,626	0.50	1,674	0.50	1,723	0.56	2,208	0.61	2,693	0.65	3,179	0.64	3,446	0.59	3,446	0.54	3,446	0.50	3,446
TES Web	0.45	1,463	0.45	1,507	0.45	1,550	0.52	2,035	0.57	2,520	0.61	3,006	0.58	3,100	0.53	3,100	0.49	3,100	0.45	3,100
KHS Aud AV	13.00%	6,307	14.00%	6,793	15.00%	7,278	16.00%	7,763	17.00%	8,248	18.00%	8,734	19.00%	9,219	20.00%	9,704	21.00%	10,189	22.00%	10,674
KHS Asst Av	0.60	3,784	0.60	4,076	0.60	4,367	0.63	4,852	0.65	5,337	0.67	5,823	0.68	6,308	0.70	6,793	0.71	7,278	0.73	7,763

* If a person handles two assignments simultaneously, the second assignment will be paid at 1/2 the second rate;

Example: Cross country boys and cross country girls both practice at the same time, the pay would be 7.9% (Step 0) for one team and 3.95% (Step 0 x 50%) for the other team.

** Steps 7-37 not to exceed twice the value of Step 2

^ Effective with the 2022-2023 school year, newly hired football coaches will not receive a preseason supplemental contract

	Step 0-4		Step 5-9		Step 10-14		Step 15-19		Step 20-24		Step 25-29		Step 30-34		Step 35	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Athletics																
Wrestling Stats	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Advisors																
Academic Comp	3.00%	1,456	4.00%	1,941	5.00%	2,426	6.00%	2,912	6.00%	2,912	6.00%	2,912	6.00%	2,912	6.00%	2,912
Art Club, KMS	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Computer, KMS	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Envirothon	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
French Club	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
NHS Variety	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Power of Pen	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Air/Space, KIS	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Kenston Con	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Math Club	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
PACK	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Pulse	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Spanish Club	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Radio Station	7.00%	3,396	8.00%	3,881	9.00%	4,366	10.00%	4,852	11.00%	5,337	12.00%	5,822	13.00%	6,307	14.00%	6,792
Zoo Crew	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940

	Step 0-4		Step 5-9		Step 10-14		Step 15-19		Step 20-24		Step 25-29		Step 30-34		Step 35	
	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount
Technology																
Building Tech	1.50%	728	2.50%	1,213	3.00%	1,456	3.00%	1,456	3.00%	1,456	3.00%	1,456	3.00%	1,456	3.00%	1,456
Band																
Band Camp	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Drill Team Camp	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Drama																
MS Musical Tech	2.00%	970	3.00%	1,455	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940	4.00%	1,940
Musical Accom	1.90%	922	2.90%	1,407	3.80%	1,844	3.80%	1,844	3.80%	1,844	3.80%	1,844	3.80%	1,844	3.80%	1,844
Director 8th Gr. Trip	1.80%	873	2.80%	1,358	3.60%	1,746	3.60%	1,746	3.60%	1,746	3.60%	1,746	3.60%	1,746	3.60%	1,746
Outdoor Education Director	4.00%	1,941	5.00%	2,426	6.00%	2,911	7.00%	3,397	8.00%	3,882	8.00%	3,882	8.00%	3,882	8.00%	3,882
Asst Supvr KMS Outdoor Educ	1.00%	485	2.00%	970	2.00%	970	2.00%	970	2.00%	970	2.00%	970	2.00%	970	2.00%	970
Faculty Leaders																
Department Head																
6 or more mem	9.00%	4,367	10.00%	4,852	11.00%	5,337	12.00%	5,823	13.00%	6,308	14.00%	6,793	15.00%	7,278	16.00%	7,763
3 to 6 mem	5.20%	2,523	6.20%	3,008	7.20%	3,493	8.20%	3,979	9.20%	4,464	10.20%	4,949	10.40%	5,046	10.40%	5,046
fewer than 3	4.50%	2,183	5.50%	2,668	6.50%	3,153	7.50%	3,639	8.50%	4,124	9.00%	4,366	9.00%	4,366	9.00%	4,366
Design Coordinator	4.50%	2,183	5.50%	2,668	6.50%	3,153	7.50%	3,639	8.50%	4,124	9.00%	4,366	9.00%	4,366	9.00%	4,366
Design Leader	8.00%	3,881	9.00%	4,366	10.00%	4,851	11.00%	5,337	12.00%	5,822	13.00%	6,307	14.00%	6,792	15.00%	7,277
Field Trip Supervisor and Nurses *																
Only Step 0																
1st Day	1.00%	485														
2nd Day	1.25%	606														
3rd Day	1.50%	728														
4th Day	1.75%	849														
5th Day	2.00%	970														
Supervisor - In School Suspension **																
(per 4 hr. ses.)	0.25%	121														

* Supervisor for Field Trip not to exceed Step 0

** Supervisor for In School Suspension not to exceed Step 0

*** Steps 5-35 Not to exceed twice the value of Step 0

KENSTON
SCHOOLS

Kenston
Local Schools

17419 Snyder Road
Chagrin Falls, Ohio
44023-2730
Phone: (440) 543-9677
Fax: (440) 543-8634

Steve A. Sayers
Superintendent

Seth S. Cales
Treasurer

Kathleen M. Poe, Ed.D.
Assistant Superintendent

FISCAL OFFICER CERTIFICATE
(ORC 5705.412)

For the matter of:

Ohio Association of Public School Employees – Chapter 501
Negotiated Agreement
July 1, 2024 through June 30, 2027

The undersigned, Treasurer of the Board of Education of the Kenston Local School District, Ohio, certifies that the money required to meet the obligations of the Board during Fiscal Year 2024 through Fiscal year 2027 under the attached contract have been lawfully appropriated by the Board for such purposes and are in the treasury or in the process of collection to the credit of an appropriate fund, free from any previous encumbrances.

The undersigned, Treasurer and President of the Board of Education of the Kenston Local School District, Ohio, and the Superintendent of Schools of the Kenston Local School District, Ohio, hereby certify that the District has in effect the authorization to levy taxes, including the renewal or replacement of existing levies, which, when combined with the estimated revenue from all other sources available to the District at the time of this certification, are sufficient to provide the operating revenues necessary to enable the District to maintain all personnel and programs during the duration of the attached contract on all of the days set forth in its adopted school calendars for the current fiscal year and for a number of days in the succeeding fiscal years equal to the number of days instruction was held or is scheduled for the current fiscal year.

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

Dated: _____

KENSTON LOCAL SCHOOL DISTRICT
BOARD OF EDUCATION

BY: Seth S. Cales
(Treasurer)

BY: Steve A. Sayers
(Superintendent of Schools)

BY: Thomas P. Thomas
(President, Board of Education)