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MASTER CONTRACT

between the

GROVEPORT MADISON LOCAL BOARD OF EDUCATION

and the

GROVEPORT MADISON LOCAL EDUCATION ASSOCIATION

July 1, 2024 through June 30, 2027

IMPORTANT DATES

AUGUST 30	The Treasurer and GMLEA Treasurer must be notified in writing if you are discontinuing payroll deduction for GMLEA dues. (Article 17)
SEPTEMBER	Donations may be made to the Sick Leave Bank. (Article 5)
SEPTEMBER 15	Unit members eligible for a continuing contract must make a written request to the Executive Director of Human Resources. (Article 12)
SEPTEMBER 30	Deadline to submit application for STRS Credit Purchase. (Article 2)
OCTOBER 1 - DECEMBER 1	Unit members wishing to make changes in insurance coverages must do so during this open enrollment period. (Article 3)
OCTOBER 10	First deadline to file for a change to a higher salary group. Official transcripts are required. (Article 2)
OCTOBER 15	GMLEA dues deductions begin. (Article 2)
NOVEMBER 10	Transcripts and/or grade sheets must be on file in the Human Resources Department for unit members applying for reimbursement for college credit. (Article 4)
DECEMBER 1	Deadline to apply for retirement stipend. (Article 2)
JANUARY 15	Deadline to apply for retire/rehire. (Article 25)
MARCH 1	A unit member on a leave of absence during the second semester must notify the Human Resources Department, in writing, if it is his/her intention to return to duty the following school year. (Article 5)
APRIL	Donations may be made to the Sick Leave Bank. (Article 5)
APRIL 10	Second deadline to apply for a change in salary group. Official transcripts are required. (Article 2)
APRIL 10	Transcripts and/or grade sheets must be on file in Human Resources Department for unit members applying for reimbursement for college credit. (Article 2)
APRIL 30	Unit members with limited or supplemental contracts which expire in the current year must be notified, in writing, if they are not to be re-employed. (Article 12)

MAY 10	Deadline for notification if you wish your child to attend Groveport Madison Schools the following school year. (Article 4)
MAY 10	Transcripts and/or grade sheets must be on file in the Human Resources Department for unit members applying for reimbursement for college credit. (Article 4)
JUNE	A unit member who is retiring must apply for his/her severance pay no later than ninety (90) days after the effective date of retirement. (Article 4)
JULY 1	If you have a valid outstanding contract, you must be notified of your salary for the coming year. (Article 2)
JULY 10	Deadline for contracted teachers to resign for the coming year. After this date, a teacher must have the Board's consent to resign or face possible suspension of his/her Ohio Teaching License. (Ohio Revised Code)

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ARTICLE 1

RECOGNITION

A. The Groveport Madison Local Board of Education, hereinafter referred to as "the Board," recognizes the Groveport Madison Local Education Association OEA/NEA, hereinafter referred to as "GMLEA," as the sole and exclusive representative of all members of the bargaining unit.

B. The term "Bargaining Unit" shall refer to all full-time certificated employees including: classroom teachers, counselors, social workers, special education related services, speech and hearing therapists, librarians, nurses, tutors, job sharing unit members, non-degreed career pathway teachers, and part-time unit members (i.e. those who work twenty [20] hours per week or more will be considered at least half-time [1/2] unit members while those working less than twenty [20] hours per week shall be considered at least quarter-time [1/4] unit members and substitutes that work sixty [60] workdays or more in the same teaching assignment and other certificated employees not specifically excluded below).

   Excluded from the unit are the Superintendent, Assistant Superintendent, directors, principals, assistant principals, and casual substitutes.

C. Bargaining unit employees shall hereinafter be referred to as "unit members." Unit members shall be defined as anyone represented by the Groveport Madison Local Education Association and covered within this Master Contract.

ARTICLE 2

SALARY

A. INDEX SCHEDULE

The following shall be the index schedule for regular salary:

CERTIFICATED SALARY INDEX Base index is 1.0					
STEP	**GROUP 1 BA**	**GROUP 2 BA15**	**GROUP 3 MA**	**GROUP 4 MA15**	**GROUP 5 MA30**
0	1.045	1.090	1.150	1.200	1.250
1	1.098	1.143	1.208	1.260	1.313
2	1.151	1.196	1.266	1.320	1.376
3	1.204	1.249	1.324	1.380	1.439
4	1.257	1.302	1.382	1.440	1.502
5	1.310	1.355	1.440	1.500	1.565
6	1.363	1.408	1.498	1.560	1.628
7	1.416	1.461	1.556	1.620	1.691
8	1.469	1.514	1.614	1.680	1.754
9	1.522	1.567	1.672	1.740	1.817
10	1.575	1.620	1.730	1.800	1.880
11	1.628	1.673	1.788	1.860	1.943
12	1.681	1.726	1.846	1.920	2.006
13	1.734	1.779	1.904	1.980	2.069
14	1.734	1.832	1.962	2.040	2.132
15	1.787	1.885	2.078	2.160	2.258
16	1.787	1.885	2.078	2.160	2.258
17	1.787	1.885	2.078	2.160	2.258
18	1.787	1.885	2.078	2.160	2.258
19	1.840	1.938	2.136	2.220	2.321
20	1.840	1.938	2.136	2.220	2.321
21	1.840	1.938	2.136	2.220	2.321
22	1.840	1.938	2.136	2.220	2.321
23	1.946	2.044	2.252	2.340	2.447
24	1.946	2.044	2.252	2.340	2.447
25	1.946	2.044	2.252	2.340	2.447
26	1.946	2.044	2.252	2.340	2.447
27	1.995	2.095	2.308	2.399	2.508
28	2.044	2.146	2.364	2.458	2.569
29	2.044	2.146	2.364	2.458	2.569
30	2.044	2.146	2.364	2.458	2.569

Certificated Salary Schedule 2024 - 2025 Base Salary: $45,092					
	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Step	BA	BA15	MA	MA15	MA30
0	$ 47,121	$ 49,150	$ 51,856	$ 54,110	$ 56,365
1	$ 49,511	$ 51,540	$ 54,471	$ 56,816	$ 59,206
2	$ 51,901	$ 53,930	$ 57,086	$ 59,521	$ 62,047
3	$ 54,291	$ 56,320	$ 59,702	$ 62,227	$ 64,887
4	$ 56,681	$ 58,710	$ 62,317	$ 64,932	$ 67,728
5	$ 59,071	$ 61,100	$ 64,932	$ 67,638	$ 70,569
6	$ 61,460	$ 63,490	$ 67,548	$ 70,344	$ 73,410
7	$ 63,850	$ 65,879	$ 70,163	$ 73,049	$ 76,251
8	$ 66,240	$ 68,269	$ 72,778	$ 75,755	$ 79,091
9	$ 68,630	$ 70,659	$ 75,394	$ 78,460	$ 81,932
10	$ 71,020	$ 73,049	$ 78,009	$ 81,166	$ 84,773
11	$ 73,410	$ 75,439	$ 80,624	$ 83,871	$ 87,614
12	$ 75,800	$ 77,829	$ 83,240	$ 86,577	$ 90,455
13	$ 78,190	$ 80,219	$ 85,855	$ 89,282	$ 93,295
14	$ 78,190	$ 82,609	$ 88,471	$ 91,988	$ 96,136
15	$ 80,579	$ 84,998	$ 93,701	$ 97,399	$ 101,818
16	$ 80,579	$ 84,998	$ 93,701	$ 97,399	$ 101,818
17	$ 80,579	$ 84,998	$ 93,701	$ 97,399	$ 101,818
18	$ 80,579	$ 84,998	$ 93,701	$ 97,399	$ 101,818
19	$ 82,969	$ 87,388	$ 96,317	$ 100,104	$ 104,659
20	$ 82,969	$ 87,388	$ 96,317	$ 100,104	$ 104,659
21	$ 82,969	$ 87,388	$ 96,317	$ 100,104	$ 104,659
22	$ 82,969	$ 87,388	$ 96,317	$ 100,104	$ 104,659
23	$ 87,749	$ 92,168	$ 101,547	$ 105,515	$ 110,340
24	$ 87,749	$ 92,168	$ 101,547	$ 105,515	$ 110,340
25	$ 87,749	$ 92,168	$ 101,547	$ 105,515	$ 110,340
26	$ 87,749	$ 92,168	$ 101,547	$ 105,515	$ 110,340
27	$ 89,959	$ 94,468	$ 104,072	$ 108,176	$ 113,091
28	$ 92,168	$ 96,767	$ 106,597	$ 110,836	$ 115,841
29	$ 92,168	$ 96,767	$ 106,597	$ 110,836	$ 115,841
30	$ 92,168	$ 96,767	$ 106,597	$ 110,836	$ 115,841

For the duration of the Master Contract from 2024-2027, the step 0 will not be used on the index.
New hires shall be hired in at Step 1 and remain on that step for 2 years
Supplementals will be paid using the Group 1 (BA) ZERO salary.

Certificated Salary Schedule 2025 - 2026 Base Salary: $46,445					
Step	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
	BA	BA15	MA	MA15	MA30
0	$ 48,535	$ 50,625	$ 53,412	$ 55,734	$ 58,056
1	$ 50,997	$ 53,087	$ 56,106	$ 58,521	$ 60,982
2	$ 53,458	$ 55,548	$ 58,799	$ 61,307	$ 63,908
3	$ 55,920	$ 58,010	$ 61,493	$ 64,094	$ 66,834
4	$ 58,381	$ 60,471	$ 64,187	$ 66,881	$ 69,760
5	$ 60,843	$ 62,933	$ 66,881	$ 69,668	$ 72,686
6	$ 63,305	$ 65,395	$ 69,575	$ 72,454	$ 75,612
7	$ 65,766	$ 67,856	$ 72,268	$ 75,241	$ 78,538
8	$ 68,228	$ 70,318	$ 74,962	$ 78,028	$ 81,465
9	$ 70,689	$ 72,779	$ 77,656	$ 80,814	$ 84,391
10	$ 73,151	$ 75,241	$ 80,350	$ 83,601	$ 87,317
11	$ 75,612	$ 77,702	$ 83,044	$ 86,388	$ 90,243
12	$ 78,074	$ 80,164	$ 85,737	$ 89,174	$ 93,169
13	$ 80,536	$ 82,626	$ 88,431	$ 91,961	$ 96,095
14	$ 80,536	$ 85,087	$ 91,125	$ 94,748	$ 99,021
15	$ 82,997	$ 87,549	$ 96,513	$ 100,321	$ 104,873
16	$ 82,997	$ 87,549	$ 96,513	$ 100,321	$ 104,873
17	$ 82,997	$ 87,549	$ 96,513	$ 100,321	$ 104,873
18	$ 82,997	$ 87,549	$ 96,513	$ 100,321	$ 104,873
19	$ 85,459	$ 90,010	$ 99,207	$ 103,108	$ 107,799
20	$ 85,459	$ 90,010	$ 99,207	$ 103,108	$ 107,799
21	$ 85,459	$ 90,010	$ 99,207	$ 103,108	$ 107,799
22	$ 85,459	$ 90,010	$ 99,207	$ 103,108	$ 107,799
23	$ 90,382	$ 94,934	$ 104,594	$ 108,681	$ 113,651
24	$ 90,382	$ 94,934	$ 104,594	$ 108,681	$ 113,651
25	$ 90,382	$ 94,934	$ 104,594	$ 108,681	$ 113,651
26	$ 90,382	$ 94,934	$ 104,594	$ 108,681	$ 113,651
27	$ 92,658	$ 97,302	$ 107,195	$ 111,422	$ 116,484
28	$ 94,934	$ 99,671	$ 109,796	$ 114,162	$ 119,317
29	$ 94,934	$ 99,671	$ 109,796	$ 114,162	$ 119,317
30	$ 94,934	$ 99,671	$ 109,796	$ 114,162	$ 119,317

For the duration of the Master Contract from 2024-2027, the step 0 will not be used on the index.
New hires shall be hired in at Step 1 and remain on that step for 2 years
Supplementals will be paid using the Group 1 (BA) ZERO salary.

Certificated Salary Schedule 2026 - 2027 Base Salary: $47,838					
Step	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
	BA	BA15	MA	MA15	MA30
0	$ 49,991	$ 52,143	$ 55,014	$ 57,406	$ 59,798
1	$ 52,526	$ 54,679	$ 57,788	$ 60,276	$ 62,811
2	$ 55,062	$ 57,214	$ 60,563	$ 63,146	$ 65,825
3	$ 57,597	$ 59,750	$ 63,338	$ 66,016	$ 68,839
4	$ 60,132	$ 62,285	$ 66,112	$ 68,887	$ 71,853
5	$ 62,668	$ 64,820	$ 68,887	$ 71,757	$ 74,866
6	$ 65,203	$ 67,356	$ 71,661	$ 74,627	$ 77,880
7	$ 67,739	$ 69,891	$ 74,436	$ 77,498	$ 80,894
8	$ 70,274	$ 72,427	$ 77,211	$ 80,368	$ 83,908
9	$ 72,809	$ 74,962	$ 79,985	$ 83,238	$ 86,922
10	$ 75,345	$ 77,498	$ 82,760	$ 86,108	$ 89,935
11	$ 77,880	$ 80,033	$ 85,534	$ 88,979	$ 92,949
12	$ 80,416	$ 82,568	$ 88,309	$ 91,849	$ 95,963
13	$ 82,951	$ 85,104	$ 91,084	$ 94,719	$ 98,977
14	$ 82,951	$ 87,639	$ 93,858	$ 97,590	$ 101,991
15	$ 85,487	$ 90,175	$ 99,407	$ 103,330	$ 108,018
16	$ 85,487	$ 90,175	$ 99,407	$ 103,330	$ 108,018
17	$ 85,487	$ 90,175	$ 99,407	$ 103,330	$ 108,018
18	$ 85,487	$ 90,175	$ 99,407	$ 103,330	$ 108,018
19	$ 88,022	$ 92,710	$ 102,182	$ 106,200	$ 111,032
20	$ 88,022	$ 92,710	$ 102,182	$ 106,200	$ 111,032
21	$ 88,022	$ 92,710	$ 102,182	$ 106,200	$ 111,032
22	$ 88,022	$ 92,710	$ 102,182	$ 106,200	$ 111,032
23	$ 93,093	$ 97,781	$ 107,731	$ 111,941	$ 117,060
24	$ 93,093	$ 97,781	$ 107,731	$ 111,941	$ 117,060
25	$ 93,093	$ 97,781	$ 107,731	$ 111,941	$ 117,060
26	$ 93,093	$ 97,781	$ 107,731	$ 111,941	$ 117,060
27	$ 95,437	$ 100,221	$ 110,410	$ 114,763	$ 119,978
28	$ 97,781	$ 102,660	$ 113,089	$ 117,586	$ 122,896
29	$ 97,781	$ 102,660	$ 113,089	$ 117,586	$ 122,896
30	$ 97,781	$ 102,660	$ 113,089	$ 117,586	$ 122,896

For the duration of the Master Contract from 2024-2027, the step 0 will not be used on the index.
New hires shall be hired in at Step 1 and remain on that step for 2 years
Supplementals will be paid using the Group 1 (BA) ZERO salary.

NON-DEGREED SALARY INDEX			
STEP	**GROUP 1** *(2-year license)*	**GROUP 2** *(5-year license + 24 semester hrs)*	**GROUP 3** *(Group 2 requirements + 18 semester hrs)*
0	1.000	1.045	1.090
1	1.053	1.098	1.143
2	1.106	1.151	1.196
3	1.159	1.204	1.249
4	1.212	1.257	1.302
5	1.265	1.31	1.355
6	1.318	1.363	1.408
7	1.371	1.416	1.461
8	1.424	1.469	1.514
9	1.477	1.522	1.567
10	1.530	1.575	1.620
11	1.583	1.628	1.673
12	1.636	1.681	1.726
13	1.689	1.734	1.779
14	1.689	1.734	1.832
15	1.742	1.787	1.885
16	1.742	1.787	1.885
17	1.742	1.787	1.885
18	1.742	1.787	1.885
19	1.795	1.840	1.938
20	1.795	1.840	1.938
21	1.795	1.840	1.938
22	1.795	1.840	1.938
23	1.901	1.946	2.044
24	1.901	1.946	2.044
25	1.901	1.946	2.044
26	1.901	1.946	2.044
27	1.949	1.995	2.095
28	1.997	2.044	2.146
29	1.997	2.044	2.146
30	1.997	2.044	2.146

NON-DEGREED SALARY SCHEDULE 2024 - 2025			
	GROUP	GROUP	GROUP
	I	II	III
Step	(2 yr license)	(5 yr license and 24 sem hrs)	(Group 2 requirements and 18 sem hrs)
0	$ 42,198	$ 44,097	$ 45,996
1	$ 44,434	$ 46,333	$ 48,232
2	$ 46,671	$ 48,570	$ 50,469
3	$ 48,907	$ 50,806	$ 52,705
4	$ 51,144	$ 53,043	$ 54,942
5	$ 53,380	$ 55,279	$ 57,178
6	$ 55,617	$ 57,516	$ 59,415
7	$ 57,853	$ 59,752	$ 61,651
8	$ 60,090	$ 61,989	$ 63,888
9	$ 62,326	$ 64,225	$ 66,124
10	$ 64,563	$ 66,462	$ 68,361
11	$ 66,799	$ 68,698	$ 70,597
12	$ 69,036	$ 70,935	$ 72,834
13	$ 71,272	$ 73,171	$ 75,070
14	$ 71,272	$ 73,171	$ 77,307
15	$ 73,509	$ 75,408	$ 79,543
16	$ 73,509	$ 75,408	$ 79,543
17	$ 73,509	$ 75,408	$ 79,543
18	$ 73,509	$ 75,408	$ 79,543
19	$ 75,745	$ 77,644	$ 81,780
20	$ 75,745	$ 77,644	$ 81,780
21	$ 75,745	$ 77,644	$ 81,780
22	$ 75,745	$ 77,644	$ 81,780
23	$ 80,218	$ 82,117	$ 86,253
24	$ 80,218	$ 82,117	$ 86,253
25	$ 80,218	$ 82,117	$ 86,253
26	$ 80,218	$ 82,117	$ 86,253
27	$ 82,244	$ 84,185	$ 88,405
28	$ 84,269	$ 86,253	$ 90,557
29	$ 84,269	$ 86,253	$ 90,557
30	$ 84,269	$ 86,253	$ 90,557

* A more detailed description of the groups may be found in the contract.

NON-DEGREED SALARY SCHEDULE 2025 - 2026			
	GROUP	GROUP	GROUP
	I	II	III
Step	(2 yr license)	(5 yr license and 24 sem hrs)	(Group 2 requirements and 18 sem hrs)
0	$ 43,464	$ 45,420	$ 47,376
1	$ 45,768	$ 47,723	$ 49,679
2	$ 48,071	$ 50,027	$ 51,983
3	$ 50,375	$ 52,331	$ 54,287
4	$ 52,678	$ 54,634	$ 56,590
5	$ 54,982	$ 56,938	$ 58,894
6	$ 57,286	$ 59,241	$ 61,197
7	$ 59,589	$ 61,545	$ 63,501
8	$ 61,893	$ 63,849	$ 65,804
9	$ 64,196	$ 66,152	$ 68,108
10	$ 66,500	$ 68,456	$ 70,412
11	$ 68,804	$ 70,759	$ 72,715
12	$ 71,107	$ 73,063	$ 75,019
13	$ 73,411	$ 75,367	$ 77,322
14	$ 73,411	$ 75,367	$ 79,626
15	$ 75,714	$ 77,670	$ 81,930
16	$ 75,714	$ 77,670	$ 81,930
17	$ 75,714	$ 77,670	$ 81,930
18	$ 75,714	$ 77,670	$ 81,930
19	$ 78,018	$ 79,974	$ 84,233
20	$ 78,018	$ 79,974	$ 84,233
21	$ 78,018	$ 79,974	$ 84,233
22	$ 78,018	$ 79,974	$ 84,233
23	$ 82,625	$ 84,581	$ 88,840
24	$ 82,625	$ 84,581	$ 88,840
25	$ 82,625	$ 84,581	$ 88,840
26	$ 82,625	$ 84,581	$ 88,840
27	$ 84,711	$ 86,711	$ 91,057
28	$ 86,798	$ 88,840	$ 93,274
29	$ 86,798	$ 88,840	$ 93,274
30	$ 86,798	$ 88,840	$ 93,274

* A more detailed description of the groups may be found in the contract.

NON-DEGREED SALARY SCHEDULE 2026 - 2027			
	GROUP	GROUP	GROUP
	I	II	III
Step	(2 yr license)	(5 yr license and 24 sem hrs)	(Group 2 requirements and 18 sem hrs)
0	$ 44,768	$ 46,783	$ 48,797
1	$ 47,141	$ 49,155	$ 51,170
2	$ 49,513	$ 51,528	$ 53,543
3	$ 51,886	$ 53,901	$ 55,915
4	$ 54,259	$ 56,273	$ 58,288
5	$ 56,632	$ 58,646	$ 60,661
6	$ 59,004	$ 61,019	$ 63,033
7	$ 61,377	$ 63,391	$ 65,406
8	$ 63,750	$ 65,764	$ 67,779
9	$ 66,122	$ 68,137	$ 70,151
10	$ 68,495	$ 70,510	$ 72,524
11	$ 70,868	$ 72,882	$ 74,897
12	$ 73,240	$ 75,255	$ 77,270
13	$ 75,613	$ 77,628	$ 79,642
14	$ 75,613	$ 77,628	$ 82,015
15	$ 77,986	$ 80,000	$ 84,388
16	$ 77,986	$ 80,000	$ 84,388
17	$ 77,986	$ 80,000	$ 84,388
18	$ 77,986	$ 80,000	$ 84,388
19	$ 80,359	$ 82,373	$ 86,760
20	$ 80,359	$ 82,373	$ 86,760
21	$ 80,359	$ 82,373	$ 86,760
22	$ 80,359	$ 82,373	$ 86,760
23	$ 85,104	$ 87,119	$ 91,506
24	$ 85,104	$ 87,119	$ 91,506
25	$ 85,104	$ 87,119	$ 91,506
26	$ 85,104	$ 87,119	$ 91,506
27	$ 87,253	$ 89,312	$ 93,789
28	$ 89,402	$ 91,506	$ 96,072
29	$ 89,402	$ 91,506	$ 96,072
30	$ 89,402	$ 91,506	$ 96,072

* A more detailed description of the groups may be found in the contract.

The attached salary ruling shall not pertain to unit members specifically trained in college for career-technical teaching who obtain a degree in that area and have the required teacher training coursework. These unit members shall be placed on the appropriate unit member salary schedule in the Master Contract.

Career Technical Education Pathways unit members placed and assigned in the Career-Technical Pathways programs with experience based on related work experience, in combination with the experience mentioned above are placed as indicated below:

1. Career-Technical Pathways unit members with an initial Two-Year Career-Technical Provisional License will be placed on the Non-Degree Salary schedule in Group 1.

2. Career-Technical Pathways unit members who possess an initial Five-Year professional Career-Technical License in the area in which they are teaching, have completed the appropriate Career-Technical licensure program as required by the Ohio Department of Education, have earned 24 semester hours of college training, and have passed the appropriate licensure examinations after the date of receiving their initial 2-year Career-Technical License will be placed on the Non-Degree salary schedule in Group 2.

3. Career-Technical Pathways unit members who possess a Five-Year Professional Career-Technical License in the area in which they are teaching and who have completed eighteen (18) semester hours beyond those required for placement in the Group 2 category will be placed in Group 3 of the Non-Degree Salary schedule.

   Group 1 - Bachelor's Degree.

   Group 2 - Bachelor's Degree and fifteen (15) semester hours of graduate training in (a) a program leading toward Master's Degree or (b) in the subject area of the unit member’s major assignment.

   Group 3 - Master's Degree.

   Group 4 & 5 - Fifteen (15) semester hours of graduate work (Group 4) and thirty (30) semester hours of graduate work (Group 5), respectively in the field of education earned after the date that the Master's Degree has been conferred.

B. DOLLAR SCHEDULES

1. The parties agree that the base salary, BA-0, using the index schedule in Section (A) will increase as follows:

   2024-2025 = 3.75%
   2025-2026 = 3.0%
   2026-2027 = 3.0%

2. Unit members affected by step freezes will receive their steps back and reinstated to their natural progression.

C. QUALIFICATIONS

Employment in the Groveport Madison Local School District as a unit member requires:

1. A valid educator license as approved by the Ohio Department of Education.

2. Recommendation by the local Superintendent.

3. Possession of at least a Bachelor's Degree, unless employed in career pathways via alternative license as a non-degreed unit member.

D. REGULATIONS

1. All unit members must comply with the laws and regulations governing the certification of unit members as adopted by the State Board of Education and shall have a valid teaching certificate/license on file in the Human Resources Department.

2. Previous teaching experience may be granted to a maximum of ten (10) years.

    a. All years of teaching in chartered public and non-public schools provided that the unit member had a valid teaching certificate/license during each year of credited teaching experience. Credit for non-public school teaching experience may be granted.

    b. A year of teaching experience shall be for not less than one hundred twenty (120) school days of any given school year and must be regular teaching.

    c. Any unit member hired by the Board, who has at least one hundred twenty (120) days of substituting in any one (1) year in the state of Ohio, will be credited a year of teaching experience for placement on the salary schedule.

    d. Fractional units of experience shall not be recognized in the salary schedule.

3. Previous military service shall be granted to a maximum of five (5) years.

    a. A year of military service must equal twelve (12) continuous months of active duty.

    b. A partial year of active military service left over after dividing total service by twelve (12) must equal eight (8) continuous months or more in order to receive credit.

4. All previous experience, both teaching and military, must be verified and notarized by the unit member on forms furnished by the district.

5. Each unit member shall keep on file with the Human Resources Department official transcripts of all college credit.

6. Unit members will have two (2) opportunities to move to a higher salary group during any one (1) contract year. A unit member may advance to a higher salary group effective at the beginning of their contract year provided that he or she verifies the change in salary group by submitting an official transcript to the Human Resources Department no later than October 10 of that school year. The change in salary group will be reflected in a regular paycheck within twenty (20) working days upon receipt of verification by the Administrator in charge of personnel. The first paycheck that reflects the change in salary group will contain all the additional salary which would have been received from the beginning of the current contract year.

   A unit member may advance to a higher salary group to become effective April 1, provided that he/she verifies the change in salary group by submitting an official transcript to the Human Resources Department no later than April 10 of that school year. The change in salary group will be reflected in a regular paycheck within twenty (20) working days upon receipt of verification by the Administrator in charge of personnel. The first paycheck that reflects the change in salary group will contain all the additional salary that would have been received from the effective date of April 1.

   Note: New unit members to the district who are employed after the above dates are to give notice upon their date of employment.

   Any unit member shall have three (3) months from the date she/he signs her/his first employment contract to provide the Treasurer with documentation to support a claim of improper or inaccurate placement on the salary schedule. If it is determined that a claim submitted within the three (3) months should be granted, the new placement shall be retroactive to the commencement of employment or change in placement on the salary schedule.

7. Unit members will have a one-time opportunity to convert accumulated CEUs/contact hours to semester hours. The conversion will be three (3) CEUs to equal one (1) semester hour and ten (10) contact hours equal one CEU. The conversion timeline shall coincide with the October 10th and April 10th deadline for changing salary groups as found in Paragraph 6 above.

8. In cases where additional duties warrant extra pay above this schedule, the Board reserves the right to grant such increases.

9. Per diem deductions shall be made for absence other than those provided for under our Sick Leave, Personal Leave, Professional Leave, Association Leave, Assault Leave or Adoption Leave provisions. The deduction of a day's salary is calculated as follows:

a. The total number of days the unit member is employed divided into the total salary (minus any activity pay previously earned): times the number of days of unauthorized absence.

10. Annual salaries shall be paid in twenty-four (24) substantially equal installments.

11. All unit members under contract by June 1 for the following school year will be given a salary notice by July 1. Unit members employed after June 1 will be given a salary notice within thirty (30) days after employment by the Board if an agreement is reached for the remainder of that year, then a salary notice will be issued within thirty (30) days after the adoption of that agreement by the Board. If a unit member files for a higher salary group and qualifies for said group, a revised salary notice will be issued within thirty (30) days after approval by the Board. The salary notice will include:

    a. Gross base pay
    b. Gross pay for extra duties
    c. Gross pay for extended service
    d. The unit member's step and group on the salary schedule

12. Supplemental pay contracts shall be issued, when possible, prior to the end of the current school year.

    Unit members shall submit supplemental completion forms to the appropriate supervisor within fifteen (15) working days of the close of the season. If approved, the supervisor shall deliver the form to the Human Resources Department within five (5) days of its submission by the unit member. The supervisor shall have no more than thirty (30) working days from receipt to either approve the form or determine whether the unit member has made every reasonable effort to comply with the requirements of the supplemental completion form. Absent a timely determination that every reasonable effort was not made (such termination being subject to the grievance procedure), the form must be submitted to the Treasurer's office for payment. After the approved completion form has been received by the Treasurer's office, the lump sum payment for supplemental contracts will be added to the unit member's paycheck.

    a. Payment for Supplementals

        The Board will provide payment for supplemental contracts or stipends as a separate line item on the unit member's paycheck. All supplemental contract and stipend payments shall be subject to the appropriate deductions.

13. Extended Service - The Superintendent may recommend unit members for employment on extended service beyond the term of the regular school year, subject to the following regulations:

    a. Salary will be determined by dividing the yearly base salary, as determined by the unit member's salary schedule, by the number of days in the unit member's duty

year, as listed in the school calendar, and then multiplying this daily rate times the number of days of the authorized extended service.

b. Extended service will be considered in the following areas up to the maximum length of time indicated:

Counselors	twenty (20) days
High school chemical abuse counselor	twenty (20) days
Secondary media specialist:	
High School	sixteen (16) days
Middle Schools	fourteen (14) days
Psychologist	ten (10) days
Mentors	three (3) days

Additional extended service may be granted with compensation based upon the unit member's daily rate of pay.

E. CHECKS

1. Direct Deposit of Payroll Checks and Other Compensation

a. Unit members will be required to enroll in the direct deposit program and to provide a voided check or deposit slip to the Treasurer in order to provide the routing number and account number for each unit member.

b. The direct deposit provision agreed to in this Master Contract will apply to two (2) financial institutions or two (2) accounts within one financial institution. Each participant in the program may choose two (2) accounts to which funds will be deposited. Under no circumstances will funds be deposited to more than two (2) financial institutions or two (2) accounts per unit member.

c. Payroll stubs shall be transmitted electronically to any e-mail address of the unit member’s choosing. The unit member will be responsible for notifying the Treasurer’s office of the appropriate e-mail address (es). If the individual changes his/her e-mail address, the district shall be notified by the first of the month.

d. "Net Checks" to the credit union will not be permissible. If the unit member wishes to have their entire check deposited to the credit union, the unit member must comply with Sections a. and b. above.

2. Payroll Checks Distribution

a. Unit members will receive their salary over twenty-four (24) pays on the 15th and 30th of each month. However, first year unit members will receive twenty-five (25) pays with their first one being no later than August 30th, which includes payment for new unit member orientation. When a pay date (the 15th and 30th of each month)

falls on a Saturday, Sunday or financial institution holiday, direct deposits shall be made so as to ensure that unit members have access to their direct deposit on the financial institution workday prior to Saturday, Sunday or holiday.

b. Dues transmittal to the GMLEA treasurer shall be completed at the same time as the direct deposits above.

c. Any mistake(s) on a unit member's paycheck made by the Treasurer's office and/or reported to the Treasurer's office will be corrected without undue delay (next pay) unless it involves their actual salaried pay, for which the Treasurer's office will correct immediately (within 2 business days).

F. STRS PICK-UP

1. STRS pick-up will be afforded unit members using the salary reduction method.

2. STRS Credit Purchase by Payroll Deduction

The Ohio Revised Code and State Teachers Retirement Board Rules provide unit members an opportunity to purchase certain types of service credit by payroll deduction.

a. A State Teachers Retirement System unit member may buy only one (1) type of the following service credit:

- Military service
- Restoration of canceled service credit
- Other Ohio teaching or public service
- Other Ohio public service

b. To participate, a qualifying unit member must contact STRS and request an application to purchase service through payroll deduction on the appropriate form(s) and a cost statement showing the total cost of service credit and cost per year. After selecting a monthly payment, the unit member should submit form PD-2 to the Treasurer's office.

c. Unit members wishing to participate must submit their application to the Treasurer's office by September 30 of each year. Contributions will be effective first pay in October.

d. Deductions will be made in twenty-four (24) equal amounts from each of the unit member's paychecks and remitted once a month to the State Teachers' Retirement System.

e. A unit member who wishes to stop the payroll deduction should contact the Treasurer's office in writing. Once terminated, payment cannot be reinstated until the next enrollment period.

f. A unit member may change the amount of the deduction by making such request, in writing, to the Treasurer no later than September 30. Changes will become effective the month of October.

g. STRS Credit Purchase will be made with pre-tax dollars.

G. PAYROLL DEDUCTIONS

1. All annuity payments withheld from unit members' paychecks shall be sent to the annuity companies on or before the 9th of each month unless this becomes impossible due to equipment malfunction. In this event, payments shall be made within five (5) working days.

2. The Treasurer is authorized to make deductions from salaries for payment to the Franklin County Teachers' Federal Credit Union, Whitehall Credit Union**,** Midstate Credit Union, and/or the First Service Federal Credit Union for unit members who request this service. All credit union payments withheld from unit members' paychecks shall be sent to the credit union bi-monthly, on or before the 18th and 2nd of each month (within three (3) days of the pay date.)

3. The following provisions, as approved by the Board, regarding the purchase of Tax-Sheltered Annuity Contracts by eligible unit members of the Groveport Madison Local School District shall apply:

PURCHASE OF TAX-SHELTERED ANNUITY CONTRACTS

a. Minimum enrollment for a new company within the Groveport Madison Local School District shall be five (5) participants; a new company shall be defined as follows:

A company which presently has no participants enrolled.

b. After unit members of the Groveport Madison Local School District are enrolled in a Tax-Sheltered Annuity Program, in compliance with the above provisions, said unit members shall be permitted (in accordance with Internal Revenue Service Regulations) to make one (1) change during each calendar year (January-December). Desired change(s) may be made at any time (provided observance of payroll processing requirements is considered) with the exception of the months of July and August of each calendar year.

c. Upon receipt in the office of the Treasurer of the Board of properly executed documents, said Tax Sheltered Annuity reduction agreements shall be implemented on an annual twenty-four (24) payroll cycle basis.

d. Deductions made for the purpose of Tax-Sheltered Annuity Programs shall be remitted to the respective company in a timely manner and in compliance with the respective company provisions as to assure proper credit to each annuitant's account for the appropriate reporting period.

e. The following guidelines shall be used to establish the eligibility of tax-sheltered annuity companies to participate in payroll deductions programs with the Board and its unit members.

1) A company may become eligible to participate in tax sheltered annuity payroll deductions if that company can prove that five (5) or more unit members of the school district have completed all necessary requirements requesting participation with said company in a tax-sheltered payroll deduction program.

2) A company may not become eligible to participate in Tax Sheltered Annuity Payroll Deductions if that company violates or contributes to the violation of Board policies or Administrative Rules or Procedures of the Groveport Madison Local School District.

3) Unit members new to the district who had a tax-sheltered annuity with a company other than those currently doing business with the Groveport Madison Local School District shall be permitted to participate in tax sheltered payroll deductions for their existing annuities. This provision, however, shall not exempt the company from meeting the requirements of paragraph 2 above with regard to enrolling new participants.

4. Payroll deductions for GMLEA membership dues or fees shall be deducted equally from (20) paychecks. Such payroll deductions shall begin with the October 15th paycheck of the contract year.

In the event that a unit member resigns during the contract year and elects to receive the balance of his/her salary in a lump sum payment, the balance of dues for that contract year shall be deducted from that payment. The GMLEA President and GMLEA treasurer will be immediately notified in writing within forty-eight (48) hours when a unit member indicates to the Board's agents that he/she is going on unpaid leave and that unit member's total dues will be recalculated and be paid through increased payroll deductions for the remainder of the unit member's escrowed paychecks.

5. The GMLEA President and GMLEA Treasurer will be immediately notified in writing when a long-term sub reaches the sixty (60) consecutive day mark so that the GMLEA treasurer and the Treasurer's office can begin payroll deduction of dues for the remainder of the long-term substitute's payroll checks.

6. The Treasurer's office will transmit a monthly check for the OEA Fund donations from payroll deductions to the Ohio Education Association.

7. Unit members may choose payroll deduction for the purpose of OEA Fund and GMLEA Scholarship donations.

H. RETIREMENT STIPEND

Upon the retirement of a unit member, the Board will pay a stipend of four hundred dollars ($400) for each year of service in the Groveport Madison School District as established by this Master Contract with the following provisions:

1. The payment of this incentive would be distributed over a three- (3-) year period.

2. The unit member may direct that the first portion of his/her retirement payment be transferred to his/her tax-sheltered annuity (TSA) in accordance with IRS regulations, if the TSA satisfies the existing District requirements applicable to TSAs. The District and Treasurer assume no liability other than to affect the transfer in accordance with the unit member's direction and have no obligation to advise the unit member of applicable tax regulations. If the unit member's total first year portion of the retirement exceeds the amount to be transferred to the unit member's TSA, the balance will be paid to the unit member within sixty (60) calendar days of the unit member's effective date of retirement.

3. If an eligible unit member delivers an official letter of retirement on or before December 1, the unit member will receive an additional sum of $1,000.

ARTICLE 3

INSURANCE

For the lifetime of this Master Contract, the Insurance Committee recommends that the health insurance/major medical coverages as indicated below be provided through Anthem (Blue Cross/Blue Shield) as the carrier.

The Insurance Committee will monitor the 024 Fund and determine the appropriate sums of money contained within the accounts.

A. GENERAL PROVISIONS

1. The Board will offer the following fringe benefit alternatives:

Plan 1

a. Medical (surgical, hospitalization, major medical)
b. Dental
c. Prescription drug
d. Term life insurance

Plan 2

a. Dental
b. Prescription drug
c. Term life insurance

2. Upon notification of a rate increase by any insurance company, the Treasurer of the Board shall notify the GMLEA President of such increase within ten (10) days.

3. The unit members shall be covered by insurance carriers for Medical, Dental, and Prescription Drug programs. GMLEA shall recommend to the Board the insurance carriers. Any change in insurance carriers will be with the mutual consent of the Board and GMLEA.

4. The Treasurer of the Board shall provide the following information to GMLEA by October 10, each year:

a. Age No.	b. Income No.	c. Sex No.	d. Marital Status No.
Under 30	Under $10,000	Females	Married
31-35	10,001- 15,000	Males	Single
36-40	15,001- 20,000		
41-45	Over $20,000		
46-50			
51-55			
56-60			
61-65			
Over 65			

e. Enrollment for	f. Husband and wife both employed as unit members in Groveport Madison	g. Current Costs
Family Medical (includes prescription drug)		_____
Single Medical (includes prescription drug)		_____
Family Dental		_____
Single Dental		_____

5. Newly employed unit members may be added to the insurance program within thirty (30) days of the date that their contract becomes effective.

6. Unit members whose marital status has changed, or who have otherwise experienced a qualifying event will be eligible to resume his/her health insurance coverage through the district if permissible under the insurance plan.

7. Unit members, other than those included in Paragraphs 5 and 6 above, must submit changes, additions or deletions to the Human Resources Department by December l of each year. Changes, additions or deletions will become effective on January 1 of each year.

The December 1st open enrollment deadline may be waived in extenuating circumstances as determined by GMLEA as allowed by the affected insurance carrier.

8. All increases in rate or decreases in rate of term life insurance for unit members will be the responsibility of the GMLEA through negotiated monies. Any change in carrier for term life insurance will be with the mutual consent of the Board and the GMLEA.

9. If at any time the Board and the GMLEA agree to change the method by which the Board's share of payment is determined, all previous medical, dental and drug agreements will be void.

10. The employer shall pay 90% of the health insurance premium and the unit member shall pay 10% of the health insurance premium.

    If the Board employs both husband and wife, each may be enrolled for single coverage, or one family member (unit member) may be enrolled for family coverage.

    Except as may otherwise be provided in state law and STRS regulations, District insurance subject to the provisions of this Article indicated above shall continue until the last day of August in the year in which the retirement occurs for unit members who retire on or after the last day of the school year, regardless of when notice of retirement is given, unless the unit member and GMLEA agree, in writing, to a different date.

11. Unit members who resign on or before the last workday of the school year shall have insurance through the month in which their resignation is effective. Unit members who resign after the last workday of the school year, or who are non-renewed, shall have insurance through the last day of July.

12. Agent of Record: Agent of Record shall be determined by consensus of the District Insurance Committee: The Insurance Committee shall include the following: seven (7) Representatives from GMLEA, two (2) secondary administrators, two (2) elementary administrators, one (1) Treasurer, three (3) Representatives from the Administrative Office. The GMLEA co-chair will initiate establishing a meeting calendar, and the administration co-chair will respond within five (5) days. All dates will be mutually agreed upon by the co-chairs.

B. LEVEL OF REQUIRED HOSPITAL, PROFESSIONAL AND MAJOR MEDICAL BENEFITS, AND PRESCRIPTION DRUGS

*** See next page for SUMMARY OF BENEFITS**.

Your Summary of Benefits

Anthem

Groveport Madison Local Schools
Blue Access® (PPO)
Effective 08/01/2015

Covered Benefits	Network	Non-Network
Deductible (Single/Family)	$0/$0	$100/$200
Out-of-Pocket Limit (Single/Family)	$500/$1,000	$1,000/$2,000
Physician Home and Office Services (PCP/SCP) Primary Care Physician (PCP)/ Specialty Care Physician (SCP) Including Office Surgeries and allergy serum: • allergy injections (PCP and SCP) • allergy testing • MRAs, MRIs, PETS, C-Scans, Nuclear Cardiology Imaging Studies, and non-maternity related Ultrasounds	$20/$30 $5 No copayment/coinsurance No copayment/coinsurance	20% 20% 20% 20%
Preventive Care Services Services include but are not limited to: Routine Exams, Pelvic Exams, Pap testing, PSA tests, Immunizations[1], Annual diabetic eye exam, Vision and Hearing screenings • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services @ Hospital/Alternative Care Facility	 No copayment/coinsurance No copayment/coinsurance	 20% 20%
Emergency and Urgent Care **Emergency Room Services** • **facility/other covered services** (copayment waived if admitted) **Urgent Care Center Services**	 $100 $35	 $100 $35
Inpatient and Outpatient Professional Services Include but are not limited to: • Medical Care visits (1 per day), Intensive Medical Care, Concurrent Care, Consultations, Surgery and administration of general anesthesia and Newborn exams	No copayment/coinsurance	20%
Inpatient Facility Services (Network/Non-Network combined) Unlimited days except for: • 60 days for physical medicine/rehab (limit includes Day Rehabilitation Therapy Services on an outpatient basis) • 180 days for skilled nursing facility	No copayment/coinsurance	20%
Outpatient Surgery Hospital/Alternative Care Facility • Surgery and administration of general anesthesia	No copayment/coinsurance	20%
Blue 3.0		

Anthem Blue Cross and Blue Shield is the trade name of Community Insurance Company. An independent licensee of the Blue Cross and Blue Shield Association.
®Registered marks Blue Cross and Blue Shield Association.

Your Summary of Benefits

Covered Benefits	Network	Non-Network
Other Outpatient Services (Combined Network & Non-Network limits) including but not limited to: • Non Surgical Outpatient Services for example: MRIs, C-Scans, Chemotherapy, Ultrasounds, and other diagnostic outpatient services. • Home Care Services 180 visits (excludes IV Therapy) • Durable Medical Equipment and Orthotics • Prosthetic Devices • Prosthetic Limbs • Physical Medicine Therapy Day Rehabilitation programs • Hospice Care • Ambulance Services	No copayment/coinsurance No copayment/coinsurance No copayment/coinsurance	20% No copayment/coinsurance No copayment/coinsurance
Outpatient Therapy Services (Combined Network & Non-Network limits) • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services @ Hospital/Alternative Care Facility Limits apply to: • Physical Therapy: 60 visits • Occupational Therapy: 30 visits • Manipulation Therapy: 12 visits • Speech therapy: 20 visits	 $20/$30 No copayment/ coinsurance	 20% 20%
Behavioral Health: **Mental Illness and Substance Abuse[2]** • Inpatient Facility Services • Inpatient Professional Services • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services, Outpatient Facility @ Hospital/Alternative Care Facility, Outpatient Professional	 No copayment/coinsurance No copayment/coinsurance $10 No copayment/coinsurance	 20%
Human Organ and Tissue Transplants[3] • Acquisition and transplant procedures, harvest and storage.	No copayment/coinsurance	50%

Your Summary of Benefits

Covered Benefits	Network	Non-Network
Prescription Drugs **Network Tier structure equals 1/2/3** • **Network Retail Pharmacies:** (30-day supply) Includes diabetic test strip • **Anthem Rx Direct Mail Service:** (90-day supply) Includes diabetic test strip Member may be responsible for additional cost when not selecting the available generic drug. Medicare Rx - Wrap **Specialty Medications** must be obtained via our Specialty Pharmacy network in order to receive network level benefits.	 $10 generic/ $20 brand formulary/ $30 brand non-formulary $25 generic/ $50 brand formulary/ $75 brand non-formulary	 50%[5] Not covered
Lifetime Maximum	Unlimited	Unlimited

Notes:

- All medical and prescription drug deductibles, copayments and coinsurance apply toward the out-of-pocket maximum (excluding Non-Network Human Organ and Tissue Transplant (HOTT) Services)
- Deductible(s) apply only to covered medical services listed with a percentage (%) coinsurance. However, the deductible does not apply to Emergency Room Services where a percentage (%) coinsurance applies to other covered services and may not apply to some Behavioral Health services where coinsurance applies
- Network and Non-network deductibles, copayments, coinsurance and out-of-pocket maximums are separate and do not accumulate toward each other.
- Dependent Age: to end of the month which the child attains age 26
- Specialist copayment is applicable to all Specialists excluding General Physicians, Internist, Pediatricians, OB/GYNs and Geriatrics or any other Network Provider as allowed by the plan.
- When allergy injections are rendered with a Physicians Home and Office Visit, only the Office Visit cost share applies.
- No copayment/coinsurance means no deductible/copayment/coinsurance up to the maximum allowable amount. 0% means no coinsurance up to the maximum allowable amount. However, when choosing a Non-network provider, the member is responsible for any balance due after the plan payment.
- PCP is a Network Provider who is a practitioner that specializes in family practice, general practice, internal medicine, pediatrics, obstetrics/gynecology, geriatrics or any other Network provider as allowed by the plan.
- SCP is a Network Provider, other than a Primary Care Physician, who provides services within a designated specialty area of practice.
- Certain diabetic and asthmatic supplies have no deductible/copayment/coinsurance up to the maximum allowable amount at network pharmacies except diabetic test strips.
- Benefit period = calendar year
- Mammograms Routine and Diagnostic are no copayment/coinsurance in Network office and outpatient facility settings.
- Behavioral Health Services: Mental Health and Substance Abuse benefits provided in accordance with Federal Mental Health Parity.
- Preventive Care Services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits are covered.

1 These covered services are not subject to the deductible/copayment if you have a flat dollar copayment and if rendered without an office visit.
2 We encourage you to review the Schedule of Benefits for limitations.
3 Kidney and Cornea are treated the same as any other illness and subject to the medical benefits.
5 Rx non-network diabetic/asthmatic supplies not covered except diabetic test strips.

Precertification:
Members are encouraged to always obtain prior approval when using non-network providers. Precertification will help avoid any unnecessary reduction in benefits for non-covered or non-medically necessary services.

Pre-existing Exclusion Period: None

Your Summary of Benefits

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

This summary of benefits is intended to be a brief outline of coverage. The entire provisions of benefits and exclusions are contained in the Group Contract, Certificate, and Schedule of Benefits. In the event of a conflict between the Group Contract and this description, the terms of the Group Contract will prevail.

By signing this Summary of Benefits, I agree to the benefits for the product selected as of the effective date indicated.

Authorized group signature (if applicable)	Date
Underwriting signature (if applicable)	Date

Your Summary of Benefits

Anthem BlueCross BlueShield

Groveport Madison Local School District
Blue Access® (PPO) Option 10 Rx7
Effective 08/01/2015

Covered Benefits	Network	Non-Network
Deductible (Single/Family)	$250/$500	$500/$1,500
Out-of-Pocket Limit (Single/Family)	$2,200/$4,400	$4,400/$8,800
Physician Home and Office Services (PCP/SCP) **Primary Care Physician (PCP)/** **Specialty Care Physician (SCP)** Including Office Surgeries and allergy serum: • allergy injections (PCP and SCP) • allergy testing • MRAs, MRIs, PETS, C-Scans, Nuclear Cardiology Imaging Studies, non-maternity related Ultrasounds and pharmaceutical products	$20/$40 $5 20% 20%	20% 40% 40% 40%
Preventive Care Services • Services included but not limited to: Routine medical exams, Mammograms, Pelvic Exams, Pap testing, PSA tests, Immunizations, Annual diabetic eye exam, Hearing screenings and Vision screenings which are limited to Screening tests (i.e. Snellen eye chart) and Ocular Photo screening.	NCS	40%
Emergency and Urgent Care **Emergency Room Services** • **facility/other covered services** (copayment waived if admitted) **Urgent Care Center Services** • MRAs, MRIs, PETS, C-Scans, Nuclear Cardiology Imaging Studies, Non-maternity related Ultrasounds and pharmaceutical products • Allergy injections • Allergy testing	$250/20% $75 20% $5 20%	$250/20% 40% 40% 40% 40%
Inpatient and Outpatient Professional Services Include but are not limited to: • Medical Care visits (1 per day), Intensive Medical Care, Concurrent Care, Consultations, Surgery and administration of general anesthesia and Newborn exams	20%	40%

Blue 8.0

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Your Summary of Benefits

Covered Benefits	Network	Non-Network
Inpatient Facility Services (Network/Non-Network combined) Unlimited days except for: • 60 days for physical medicine/rehab (limit includes Day Rehabilitation Therapy Services on an outpatient basis) • 90 days for skilled nursing facility	20%	40%
Outpatient Surgery Hospital/Alternative Care Facility • Surgery and administration of general anesthesia	20%	40%
Other Outpatient Services including but not limited to: • Non Surgical Outpatient Services for example: MRIs, C-Scans, Chemotherapy, Ultrasounds, and other diagnostic outpatient services. • Home Care Services 100 visits (excludes IV Therapy) (Network/Non-Network combined) • Durable Medical Equipment, Orthotics and Prosthetics • Physical Medicine Therapy Day Rehabilitation programs • Hospice Care • Ambulance Services	20% NCS 20%	40% NCS 20%
Outpatient Therapy Services (Combined Network & Non-Network limits) • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services @ Hospital/Alternative Care Facility Limits apply to: • Cardiac Rehabilitation 36 visits • Pulmonary Rehabilitation 20 visits • Physical Therapy: 20 visits • Occupational Therapy: 20 visits • Manipulation Therapy: 12 visits • Speech therapy: 20 visits	 $20/$40 20%	 40% 40%
Accidental Dental: $3,000 per accident (Network and Non-network combined)	Copayments/Coinsurance based on setting where covered services are received	40%
Behavioral Health: **Mental Illness and Substance Abuse[2]** • Inpatient Facility Services • Physician Home and Office Visits (PCP/SCP) • Other Outpatient Services, Outpatient Facility @ Hospital/Alternative Care Facility, Outpatient Professional	 Benefits provided in accordance with Federal Mental Health Parity	 40%
Human Organ and Tissue Transplants[3] • Acquisition and transplant procedures, harvest and storage.	No cost share	50%

Your Summary of Benefits

Covered Benefits	Network	Non-Network
Prescription Drugs **Network Tier structure equals 1/2/3 (and 4, if applicable)**		
• **Network Retail Pharmacies:** (30-day supply) Includes diabetic test strip	$10/$25/$40/25%/ w-$200 max	50%, min($40)
• **Home Delivery Service:** (90-day supply) Includes diabetic test strip	$10/$65/$120/25%/ w-$200 max	Not covered
Member may be responsible for additional cost when not selecting the available generic drug. Medicare Rx - Wrap		
Specialty Medications are limited up to a 30 day supply regardless of whether they are retail or mail service.		

Notes:

- All medical and prescription drug deductibles, copayments and coinsurance apply toward the out-of-pocket maximum (excluding Non-Network Human Organ and Tissue Transplant (HOTT) Services)
- Deductible(s) apply to covered medical services listed with a percentage (%) coinsurance, including 0%. However, the deductible does not apply to Emergency Room Services where a copayment & (%) coinsurance applies and may not apply to some Behavioral Health services where coinsurance applies
- Network and Non-network deductibles, copayments, coinsurance and out-of-pocket maximums are separate and do not accumulate toward each other.
- Dependent Age: to end of the month which the child attains age 26
- Specialist copayment is applicable to all Specialists excluding General Physicians, Internist, Pediatricians, OB/GYNs and Geriatrics or any other Network Provider as allowed by the plan.
- When allergy injections are rendered with a Physicians Home and Office Visit, only the Office Visit cost share applies. When the Office Visit cost share is a % coinsurance, deductible and coinsurance apply to allergy injections
- No cost share (NCS) means no deductible/copayment/coinsurance up to the maximum allowable amount. 0% means no coinsurance up to the maximum allowable amount. However, when choosing a Non-network provider, the member is responsible for any balance due after the plan payment.
- PCP is a Network Provider who is a practitioner that specializes in family practice, general practice, internal medicine, pediatrics, obstetrics/gynecology, geriatrics or any other Network provider as allowed by the plan.
- SCP is a Network Provider, other than a Primary Care Physician, who provides services within a designated specialty area of practice.
- Certain diabetic and asthmatic supplies have no deductible/copayment/coinsurance (excluding Option M and AQ) up to the maximum allowable amount at network pharmacies except diabetic test strips.
- Benefit period = calendar year
- Mammograms (Diagnostic) are no copayment/coinsurance in Network office and outpatient facility settings.
- Behavioral Health Services: Mental Health and Substance Abuse benefits provided in accordance with Federal Mental Health Parity.
- Preventive Care Services that meet the requirements of federal and state law, including certain screenings, immunizations and physician visits are covered.
- Private Duty Nursing – limited to 82 visits/Calendar Year
- Vision limited services – additional vision services are covered when specifically coded as determination of refraction, routine ophthalmological examination including refraction for new and established patients, and a visual functional screening for visual acuity. No additional ophthalmological services are covered as part of the medical coverage.

[2] We encourage you to review the Schedule of Benefits for limitations.
[3] Kidney and Cornea are treated the same as any other illness and subject to the medical benefits.
[4] **If applicable, all prescription drug expenses except tier 1, (Network Retail/Home Delivery-service combined) apply to the per individual RX deductible. Once the RX deductible is met, the appropriate copayment applies.**
[5] Rx non-network diabetic/asthmatic supplies not covered except diabetic test strips.
Rx Option K & AR: Generic Premium uses a condensed preferred drug list. Non-preferred drugs are not covered. Requires Home Delivery service after 3rd fill at retail.

Precertification:

Your Summary of Benefits

Members are encouraged to always obtain prior approval when using non-network providers. Precertification will help the member know if the services are considered not medically necessary.

Pre-existing Exclusion Period: none

This summary of benefits has been updated to comply with federal and state requirements, including applicable provisions of the recently enacted federal health care reform laws. As we receive additional guidance and clarification on the new health care reform laws from the U.S. Department of Health and Human Services, Department of Labor and Internal Revenue Service, we may be required to make additional changes to this summary of benefits.

This summary of benefits is intended to be a brief outline of coverage. The entire provisions of benefits and exclusions are contained in the Group Contract, Certificate, and Schedule of Benefits. In the event of a conflict between the Group Contract and this description, the terms of the Group Contract will prevail.

By signing this Summary of Benefits, I agree to the benefits for the product selected as of the effective date indicated.

Authorized group signature (if applicable)	Date
Underwriting signature (if applicable)	Date

C. OPTING OUT OF HEALTH INSURANCE

1. The Board will pay an annual $2000 payment in lieu of insurance coverage to those who opt out of family insurance and an annual $1000 payment in lieu of insurance coverage for those who opt out of single insurance. Payment shall be on the March 30 payroll each year.

2. Should the unit member leave employment with the district for any reason or request that health insurance, single or family coverage, be reinstated (subject to any insurer-imposed rules on reinstatement), the payment will discontinue from that point forward since the intent of this provision is that a unit member remain in the employ of the district and off-Board provided health insurance (This provision does not apply to Dental and Life Insurance.) Married couples who are both employed by Groveport Madison Local Schools and choose to take a family plan, are ineligible for the opt-out incentive.

   If a unit member opts out of major medical health insurance through the online benefits system by the end of open enrollment, the incentive will be paid yearly until a unit member enrolls.

D. DENTAL

After a deductible amount, the plan will pay a percentage of the Reasonable and Customary (URC) fees charged by a dentist. These two (2) features provide for a sharing of cost by the dental plan and insured unit member.

The deductible coinsurance percentage that applies to each category of expense is illustrated as follows:

COVERED COINSURANCE EXPENSE	INDIVIDUAL DEDUCTIBLE (Per Calendar Year)	FAMILY DEDUCTIBLE (Per Calendar Year)	AMOUNT
CLASS I	None	None	100%
CLASS II	$25	$50	80%
CLASS III	$25	$50	60%
CLASS IV	None	None	60%

To encourage early detection of dental disease and to allow all participants a benefit from the plan each year, the deductible is waived and one hundred percent (100%) of the Reasonable Customary charges will be paid for all Class I Services.

CALENDAR YEAR MAXIMUM

(For All Class I, II, & III Expenses): $1,000 Per Person

ORTHODONTIC LIFETIME MAXIMUM

(For All Class IV Expenses): $1,000 Per Person

1. Class I -- Preventive and Diagnostic

   Summary of Coverage:

   a. Routine Oral Exams -- Once every six (6) months
   b. Teeth Cleaning -- Once every six (6) months
   c. Fluoride Treatments -- Once every twelve (12) months
   d. Emergency Pain Treatments
   e. Space Maintainers
   f. Diagnostic X-Rays
   g. Tests and Lab Exams

2. Class II -- Basic Restorative

   Summary of Coverage:

   a. Fillings -- Amalgams, Silicate, Acrylic
   b. Root Canal Therapy
   c. Treatment of Gum Disease
   d. Repair of Bridgework and Dentures
   e. Extractions and Oral Surgery
   f. General Anesthesia -- only if medically necessary

3. Class III -- Major Restorative

   Summary of Coverage:

   a. Inlays, Onlays, Gold Fillings, or Crown Restorations
   b. Initial installation of Fixed Bridgework
   c. Installation of Partial or Full, Removable Dentures
   d. Replacement of Existing Bridgework or Dentures

4. Class IV -- Orthodontia

   Summary of Coverage:

   a. Full Banded Orthodontic Treatment
   b. Appliances for Tooth Guidance

c. Appliances to Control Harmful Habits
d. Retention Appliances -- Not in connection with full banded treatment

E. LIFE INSURANCE

All unit members will receive twenty thousand dollars ($20,000) or one (1) year's salary, whichever is greater in life insurance coverage.

F. EMPLOYEE ASSISTANCE PLAN

The Board shall maintain the present Employee Assistance Program in effect on April 1, 2002. Any change in carrier shall be mutually agreed to between the Board and GMLEA.

G. 125 PLAN

The Board and the GMLEA agree to the following procedures for establishing and implementing a 125 Plan for unit members.

1. The following components will be made available for unit members:

    a. Health Care Flexible Spending Program
    b. Dependent Care Program
    c. Both of the above.

2. Duration of Year

    a. The 125 Plan will run from January 1 until December 31.

3. Participation in the 125 Plan

    a. Each participant will be required to remain in the 125 Plan for the duration as stated in Item b (below).

    b. Once a unit member is enrolled, they are obligated to remain in the 125 Plan until the end of the calendar year (December 31).

4. Unit Member Contributions (Maximum per unit member)

    a. Health Care Flexible Spending Program -- Total contribution allowed by the IRS.

    b. Dependent Care Program -- Total contribution allowed by the IRS.

    c. Any contributions that remain in the Funding Pool as of December 31 will remain in that Pool. In other words, if the unit member does not use the total amount of their contribution, they will not be entitled to the remaining dollar amount. Moreover, a member who resigns prior to the end of their contract year will not be

able to recoup their FSA contributions ninety (90) days after their last day of employment unless the member is eligible for and elects COBRA continuation coverage for their Health Care Flexible Spending or Dependent Care Program.

5. Risk Assumptions and Responsibilities

a. The Treasurer will be responsible for making any payroll deductions for unit member contributions.

b. The Board will assume any responsibility for the administration of the 125 Plan.

c. Any loss suffered by GMLEA will be reimbursed when the 125 Plan is discontinued.

d. All available funds will remain in the Funding Pool until such time when it is mutually agreed by both parties that the 125 Plan will be discontinued. At that time, it will be mutually agreed upon by both parties as to how the funds will be spent.

d. This Master Contract will continue in full force from year to year unless the Board and GMLEA agree to amend the Master Contract according to procedures provided within the Master Contract.

ARTICLE 4

SUPPLEMENTAL CONTRACTS AND OTHER COMPENSATION

A. SUPPLEMENTAL SALARY SCHEDULE

The annual supplemental salary schedule amounts shall be determined by taking the percentage indicated times the Group 1 (BA) 0 (zero) salary at the start of the school year.

A unit member shall be given up to a maximum of ten (10) years prior experience at another school in the same category as the supplemental is issued.

GROUP	EXPERIENCE				
	0-2	3-5	6-8	9-14	15 & Over
1	14%	16%	18%	20%	21%
2	11%	13%	15%	17%	18%
3	8%	10%	12%	14%	15%
4	6%	8%	10%	12%	13%
5	5%	7%	9%	11%	12%

6	4%	5%	7%	9%	10%
7	3.5%	4%	4.5%	5%	5.5%
8	1%	1.5%	2%	2.5%	3%

B. SUPPLEMENTAL CONTRACTS

Those unit members on Group One supplementals shall be issued supplemental contracts for up to two (2) years duration upon expiration of the unit member's current supplemental agreement.

1. Notification for Hiring of Coaches

   The Board will act on re-employment of coaches in the following manner:

   - Fall sports: Anytime between the first Board meeting in December and the first Board meeting in July.
   - Winter sports: Anytime between the first Board meeting in April and the first Board meeting in October.
   - Spring sports: Anytime between the first Board meeting in June and the first Board meeting in January.

2. Coaching positions are defined as any position in the "extracurricular activity groupings" which specifically say "coach." These positions will not be posted as a vacancy unless the unit member currently holding the position is not rehired by the Board. In that event, the position will be posted as a vacancy and unit members interested in the position shall notify the Executive Director of Human Resources in writing.

3. Positions listed in the "extracurricular activity groupings" not defined as a "coach" shall be considered as a vacancy when the non-renewal notice is issued. These positions must be posted for the membership. Positions shall be posted under the provisions of Article 8 – Vacancies and Transfers. Unit members interested in the position shall notify the Executive Director of Human Resources in writing.

4. All positions must first be posted for unit members and unit member applicants will be guaranteed an interview. Any position, outside of group 1, held by an individual outside the bargaining unit will automatically non-renew at the end of the season. The position shall be posted under the provisions of Article 8 – Vacancies and Transfers.

5. Nothing contained in this section implies that all supplementals will be filled.

6. Any unit member who supervises, directs, or coaches a pupil activity program which involves athletics, regular physical activity, or health and safety considerations shall hold and maintain a currently valid cardiopulmonary resuscitation (CPR) training course certification. Said unit member shall also hold a pupil activity validation issued by the Ohio Department of Education which shall be issued upon evidence of

successful completion of a first-aid training program as designated on the approved list provided by the Ohio Department of Education.

The Board will determine which pupil activity program, athletics, routine/regular physical activity, or health and safety considerations require a valid cardiopulmonary resuscitation (CPR) training certificate. The Board shall provide CPR and First Aid training for unit members in-house at no cost to the unit member other than the cost of the certificate.

7. The current evaluation instrument for athletic and non-athletic supplemental contracts shall be used for the life of this Master Contract.

8. The Board can temporarily hire additional supplemental positions for each contract year for the duration of this Master Contract. Such supplemental positions will be mutually agreed upon between the GMLEA President and the Executive Director of Human Resources.

C. EXTRA-CURRICULAR ACTIVITY GROUPINGS

Group 1

1. High School
   a. Head Football Coach
   b. High School Instrumental Director
   c. Head Girls Basketball Coach
   d. Head Boys Basketball Coach
   e. Head Wrestling Coach

Group 2

1. High School
   a. Head Girls Volleyball Coach
   b. Head Girls Soccer Coach
   c. Head Boys Soccer Coach
   d. Faculty Manager of Athletics (if no release time is assigned)
   e. Head Cross Country Coach
   f. Head Baseball Coach
   g. Head Softball Coach
   h. Head Girls Track Coach
   i. Head Boys Track Coach

2. Middle School Athletic Director
   (covers all three middle schools)

Group 3

1. High School
   a. Head Golf Coach
   b. Head Girls Tennis Coach

c. Head Boys Tennis Coach
d. Assistant Girls Soccer Coaches (2 varsity assistants)
e. Assistant Boys Soccer Coaches (2 varsity assistants)
f. Assistant Football Coaches (10 varsity assistants & 3 freshmen)
g. Assistant Volleyball Coaches (3; varsity assistant & reserve & freshmen)
h. Assistant Instrumental Director (3 positions)
i. Producing Director - Play
j. Producing Director - Musical
k. Athletic Trainer
l. Assistant Boys Basketball Coaches (3: varsity assistant & reserve & freshman)
m. Assistant Girls Basketball Coaches (3: varsity assistant & reserve & freshman)
n. Assistant Wrestling Coaches (3; varsity assistant & reserve & freshman)
o. Assistant Baseball Coaches (3; varsity assistant & reserve & freshman)
p. Assistant Boys Track Coach
q. Assistant Girls Track Coach
r. Co-ed Track Assistant (2)
s. Equipment Manager (all year contract)
t. Weight Room Coach (conditioning coach)
u. Assistant Softball Coaches (3: varsity assistant & reserve & freshman)
v. Varsity Cheerleading Coach Basketball/competition.
w. Head Boys and Girls Swimming Coach

2. Middle School 8th grade
   a. Head Football Coach (1 each)
   b. Head Wrestling Coach (1 each)
   c. Boys Basketball Coaches (1 each)
   d. Girls Basketball Coaches (1 each)

3. Middle School 7th Grade
   a. Head Football Coach (1 each)
   b. Head Wrestling Coach (1 each)
   c. Boys Basketball Coach (1 each)
   d. Girls Basketball Coach (1 each)

Group 4

1. High School
   a. Ninth Grade Cheerleader Advisor (Coach) for Football
   b. Ninth Grade Cheerleader Advisor (Coach) for Basketball
   c. Cruiserette Supervisor
   d. Varsity Cheerleading Coach/Football
   e. Head Bowling Coach

2. Middle School
   a. Assistant Football Coach 7th grade
   b. Assistant Football Coach 8th grade
   c. Head Volleyball Coach, 7th Grade (1 each)
   d. Head Volleyball Coach 8th grade (1 each)

e. Cheerleading Supervisor – Football (1 each)
f. Cheerleading Supervisor – Basketball (1 each)
g. Head Girls Track Coach (1 each) 7th Grade
h. Head Girls Track Coach (1 each) 8th Grade
i. Head Boys Track Coach (1 each) 7th Grade
j. Head Boys Track Coach (1 each) 8th Grade
k. Head Baseball Coach (1 each) 7th Grade
l. Head Baseball Coach (1 each) 8th Grade
m. Head Softball Coach (1 each) 7th Grade
n. Head Softball Coach (1 each) 8th Grade
o. Head Boys Soccer Coach (1 each)
p. Head Girls Soccer Coach (1 each)
q. Head Cross Country Coach (1 each)
r. Faculty Manager of Athletics (1 each)

Group 5

1. High School
   a. Girls Reserve Tennis Coach
   b. Boys Reserve Tennis Coach
   c. Reserve Golf Coach
   d. Yearbook Advisor
   e. Newspaper Advisor
   f. Golf Coach
   g. Tennis Coach
   h. Academic Coach
   i. Assistant Coach Bowling
   j. E-Sports
   k. Graduation coordinator (2 positions)
   l. Ohio Model United Nations (OMUN)

2. Middle School
   a. Girls Tennis Coach Fall (1 each)
   b. Boys Tennis Coach Spring (1 each)
   c. Assistant Co-ed Track Coach
   d. Weight Lifting Coach

Group 6

1. High School
   a. Student Council Advisor
   b. Technical Director – Play
   c. Business Manager
   d. Technical Director – Musical
   e. Costume Manager
   f. Accompanist
   g. Musical Director
   h. Auditorium Manager

2. Middle School (8th Grade)
    a. Drill Team Advisor
    b. Play Director

Group 7

1. High School
    a. Senior Class Advisors (maximum of two – 1/2 salary each)
    b. Junior Class Advisors (maximum of two – 1/2 salary each)
    c. Sophomore Class Advisor (maximum of two – 1/2 salary each)
    d. Freshman Class Advisor (maximum of two – 1/2 salary each)
    e. Choir Director

2. Middle School Each
    a. Student Council Advisor
    b. Newspaper Advisor
    c. Yearbook Advisor

3. Elementary Schools - (each)
    a. Safety Patrol

Group 8

1. High School
    a. Boys Volleyball Coach
    b. Vocal Coach
    c. Choreographer
    d. Mock Trial Advisor
    e. Foreign Language Advisor(s)
    f. Honor Society Advisor
    g. Drama Club Advisor
    h. HS Pep Band
    i. HS Pep Club
    j. Art Shows/Displays
    k. Key Club Advisor
    l. Skills USA
    m. Anime Club
    n. Stepping Off to College
    o. Key Club
    p. Culture/Diversity Advisor

2. Middle School Each
    a. Academic Quiz Bowl Advisor
    b. Band
    c. Music
    d. National Junior Honor Society Advisor
    e. Renaissance Program Advisor
    f. Art Shows/Displays

g. Middle School Concert Accompanist

3. Elementary – (each)
   a. Student Council Advisor
   b. Music
   c. Art Shows/Displays

4. Technology Coordinators – one per building at 15 years' experience level

5. High School Renaissance Program Advisor

Other

1. Sixth grade camp - ($50 per night)
2. Power of the Pen - ($400)
3. Washington D.C. Trip Organizer ($500)
4. Washington D.C. Trip Chaperone(s) ($50/night each)
5. Web Tech ($1,000)

D. NOTICE OF COMPLETION OF EXTRA-CURRICULAR ACTIVITY

The unit member must complete a Notice of Completion of Extra-Curricular Activity form to receive payment for the activity. The unit member will be paid within thirty (30) days of submission, and within thirty (30) days of the completion of the contracted extra-curricular activity.

E. ATHLETIC EVALUATION PROCEDURES

1. One evaluation will occur at or before the time of completion of the sport.

2. The high school athletic director (middle school level administrators will conduct evaluations with consult of the middle school athletic director) will use the appropriate evaluation instrument in Article 12 for the observation. If the evaluation indicates areas of "deficiency," written documentation shall be provided in a timely manner indicating those areas. The evaluation will include responses from both the evaluator and the coach to those areas in which improvement is needed.

F. OTHER COMPENSATION

1. Paid by the Board:

   a. The final selection of unit members who are needed for pupils who qualify for tutoring or home instruction shall be made by the building principal according to the following provisions:

1) Home Instruction

(a) Hourly rate shall be forty dollars ($40) per hour.

2) Paid by the student:

(a) Tutoring and private lessons

(i) Unit members may not tutor students for profit for whom they are providing services for the current school year. For the purpose of this section, a new school year begins the day following the last day of classes in any school year, as indicated by the school calendar.

(ii) The Superintendent may grant an exception to the above, if he/she determines that it is warranted by an unusual situation.

(iii) Unit members assigned to the following areas may teach for remuneration any student who requests such instruction:

Art
Instrumental Music
Vocal Music.

(iv) Teaching for pay that comes from sources other than the Board will not be permitted on school premises.

(v) Unit members are not to use their position or class assignment as a means to recruit students for tutoring or private lessons.

3) Saturday School & Detention

(a) Unit members will be paid an hourly rate of twenty-five dollars ($25) per hour for Saturday school and before and after school detention.

(b) When a unit member gives up their thirty (30) minute duty-free lunch to monitor lunch detention, the unit member will be paid twenty-five dollars ($25) each time.

4) Head Teacher

If assigned full-administrative duties for more than five (5) consecutive days, unit members will receive compensation on a negotiated rate collaboratively agreed to by the unit member, GMLEA President or his/her designee, and the Executive Director of Human Resources.

G. BACKGROUND CHECKS/LICENSURE

The Board shall provide fingerprinting at no charge for teacher renewal or upgrade of a license and shall reimburse unit members for $100.00 of any expenses incurred in renewing or upgrading their license. Said reimbursement shall be paid within sixty (60) days of the unit member providing the Treasurer with documentation of said expenses.

H. NEWLY HIRED UNIT MEMBERS

Newly hired unit members who must report for in-service and duty days prior to the start of the regular contract year shall receive a stipend equal to the substitute rate of pay for each day of this extra duty service. This stipend shall be paid by the August 30 pay date in a separate check.

I. NATIONAL BOARD CERTIFICATION

Any unit member applying for National Board Certification will receive three (3) additional professional leave days to address the requirements for National Board Certification.

J. COMPENSATION FOR SUBSTITUTING DURING CONFERENCE PERIOD AND ABSORPTION OF CLASSES

When a unit member is absent and no substitute is available, the assignment of students shall be to a unit member or group of unit members from the other available school staff involved. Those unit members who are assigned extra students and/or duties will be compensated according to one (1) of the following methods:

1. Unit members who agree to teach during their conference periods shall be compensated at the rate of twenty-five dollars ($25) per conference period.

2. Unit members who agree to be assigned additional students to be absorbed into their regular classes shall be compensated by an amount equal to the daily substitute rate . Such compensation shall be prorated, based on the portion of the day and portion of the class being absorbed. For purposes of absorption, one (1) class will be divided by no more than four (4) unit members who agree to absorb students.

3. In setting where a class is co-taught by more than one teacher (e.g., an inclusion class), unit members who agree to take on the extra duties of the teacher who is absent or who has been reassigned by administration to another class, shall be compensated at a rate of twenty-five ($25.00) per hour (elementary) or period (secondary).

4. The unit member will submit the application for pay to the building administrator within five(5) working days of the completed extra assignment.

Unit members will have no more than five (5) days from the date of substituting during conference period or absorbing additional students or duties to submit the electronic form for payment.

K. REIMBURSEMENT FOR COLLEGE CREDIT

Unit members will be reimbursed at the rate of twenty-five dollars ($25) per semester hour used in conjunction with fee-waiver hours and one hundred twenty-five dollars ($125) per semester hour without fee-waiver hours for credit earned in courses that relate to the field of education. Unit members will be reimbursed for CEUs with the conversion rate of one (1) CEU equaling one-third (1/3) semester hour.

To be eligible for this reimbursement:

1. The credit must be earned after the unit member has begun employment with the Board, consecutive with his/her current term of employment.

2. The credit must have been earned within the previous twelve (12) months. Additional documentation may be required as verification of course work completion dates. If additional documentation cannot be provided, the district will not be required to reimburse the unit member.

3. The unit member must provide the Human Resources Department with official verification by either transcript or grade sheet on or before November 10 and May 10.

4. The unit member must be employed in a certificated position by the Board on the November 10 and May 10 verification date.

If all of the above conditions are met, the unit member will receive reimbursement in the form of a lump sum Board of Education warrant, payable on the same day as the second regular pay day in November and May.

L. FEE WAIVERS

All matters pertaining to fee waivers under the Exchange of Service Agreement with The Ohio State University and other area colleges and universities shall be handled by a committee comprised of the President of GMLEA or his/her designee, and the Executive Director of Human Resources. The non-voting recorder shall be the secretary to the Executive Director of Human Resources. Priority will be given to those unit members who host field placements and/or student teachers.

Unit members will have three (3) opportunities to apply for fee waivers. Fee waivers are not transferable from unit member to unit member.

M. CAREER TECHNICAL EDUCATION CERTIFICATION

When Career Technical Education (CTE) unit members are required to take additional district-directed courses for initial licensure, the unit member will submit to the district an invoice to pay for the completion of the required courses. If the unit member fails to complete the course, the district will seek reimbursement for the courses from the unit member.

N. REGULATIONS AND COMPENSATION FOR ATTENDANCE

The attendance of unit members of the Groveport Madison Local School District at educational meetings held outside of the school district shall be governed as follows:

1. Meeting Classifications:

    a. Meetings of one-half (1/2) to one (1) calendar day duration must be approved in advance by the building principal.

    b. Meetings in excess of one (1) calendar day must be approved in advance by the building principal.

2. Procedures for requesting attendance approval:

    a. Curriculum centered meeting requests will be made directly by the individual to the building principal.

    b. Professional organization meeting requests will be made by the organization to the building principal.

    c. The guidelines below apply to all meetings whether expenses are paid by the unit member, by a professional organization or by the Board.

3. Consideration and Guidelines:

    a. It is in the best interests of the school district to be represented at such a meeting.

    b. The unit member initiating the request is a unit member of the sponsoring state or national organization.

    c. Attendance will not result in more than five (5) working days away from the job.

    d. Necessary expenses are within the resources of the Board as indicated in the appropriation measure.

    e. Under normal circumstances a reasonable number of unit members will be permitted to attend any given meeting.

f. Under normal circumstances unit members will not be permitted to attend more than one (1) state or national meeting per year. An example of an exception would be to accompany pupils participating in state or national contests.

g. All requests will be submitted to the building principal.

h. Special consideration will be given to special cases. Submit your facts in writing to the principal.

i. This rule does not include meetings such as OEA or Central OEA/NEA annual meetings or meetings of committees related to these groups.

4. Maximum Allowance to State and National Meetings:

a. Transportation

1) Use of privately owned vehicle at the IRS rate in effect September 1st of every year.

2) Common carrier fare which is supported by receipts.

3) No mileage allowance will be granted within the limits of the Groveport Madison Local School District.

4) Mileage shall be based on a written statement showing travel continuous from the school building to the point of the meeting or other activity and return to the school. Forms for providing this information will be provided.

b. Meals - forty-five dollars ($45) per day.

c. Hotel or motel - actual cost which must be supported by receipts.

d. Miscellaneous - Expenses such as parking, taxi and ferry fares, bridge, highway and tunnel tolls; baggage storage; telephone calls; rental fees and other expenses necessary to the conduct of official school district business which is supported by receipts.

e. Registration fee.

f. Expenses within the above limitations will be paid upon presentation of an itemized expense statement to the Treasurer's Office through the building principal. Receipts for expenses must accompany expense statements.

g. The Board can increase the amount of payments without negotiating.

O. SEVERANCE PAY

1. All unit members covered by Section 3319.11 and 124.39 Ohio Revised Code who meet the retirement qualifications of the State Teachers' Retirement System shall, at the time of their retirement from the Groveport Madison Local School District, be granted severance pay for unused accumulated sick leave according to the following provisions:

   a. To be eligible for severance pay under Section O-1 of this Article, the unit member's resignation must be for purpose of retirement. The unit member must show the Treasurer a copy of his/her first check received from the retirement system prior to receiving his/her severance pay.

   b. A unit member must apply to the Treasurer for severance pay no later than ninety (90) days after the effective date of retirement.

   c. Severance pay shall be for unit member's accrued, but unused, sick leave days at the time of retirement based on one-fourth (1/4) of the value.

   d. Payment shall be based on the unit member's daily rate of pay at the time of retirement.

   e. Severance pay for unused accumulated sick leave on this basis shall eliminate all accrued sick leave of the unit members in this school system.

   f. Severance pay shall be paid only once to any unit member. The payment shall be subject to all legal deductions.

   g. At the option of the retiring unit member, payment shall be made in accordance with the following provisions:

      Payment shall be made within sixty (60) calendar days of the unit member's effective date of retirement unless the unit member requests, in writing, a deferred payment. Such a deferred payment shall be made during the month of January that immediately succeeds the expiration of the sixty (60) calendar days mentioned in the preceding sentence.

      The unit member may direct that the severance pay be transferred to his/her tax-sheltered annuity (TSA) in accordance with Internal Revenue Service regulations if the TSA satisfies the existing District requirements applicable to TSAs. The District and Treasurer assume no liability other than to affect the transfer in accordance with the unit member's direction and have no obligation to advise the unit member of applicable tax regulations. If the unit member's total severance pay exceeds the amount to be transferred to the unit member's TSA, the balance will be paid to the unit member within sixty (60) calendar days of the unit member's effective date of retirement. The deferred payment option is not applicable.

2. Upon the death of a unit member, the Groveport Madison Local School District shall pay to the unit member's designated beneficiary, an amount equal to the value of the unit member's accrued, but unused, sick leave and personal days. The payment shall be made based upon the unit member's daily rate of pay at the time of the unit member's death. Payment shall be made within sixty (60) calendar days of the unit member's death, unless the beneficiary requests, in writing, a deferred payment. The form will be sent to the Treasurer's Office. See the form in the back of the Master Contract. All beneficiaries will be designated by the unit member in the online benefits portal.

P. MILEAGE REIMBURSEMENT

Reimbursement will be paid for those positions which require regular scheduling in more than one (1) building located on different sites. To be eligible for such increments, the unit member must also be assigned to more than one (1) building during the duty day. Application must be made by the unit member and received by the Administrator no later than the last duty day before winter break and the last duty day of the school year in which it was earned.

The amount of the reimbursement**s** will be equal to the IRS rate in effect at time of payment. The reimbursement form is located in the back of the Master Contract.

Q. COMPENSATION - OTHER RESPONSIBILITIES

1. District Compensation

   Unit members serving on curriculum committee (standards-based curriculum mapping which meet outside the regular school calendar, shall be compensated at the rate of twenty-five ($25.00) per hour pro-rated for any hour after the first.

2. Writers

   Unit members shall be granted up to two (2) days of release time for grant writing, mutually agreed upon by an administrator and the unit member.

3. High School Department Chairpersons

   a. Mission Statement

      The department chairpersons shall work in close harmony with the professional staff within the department and with the building administration and cooperate with them in the development and continuous improvement of the specific subject area and department.

   b. Duties and Responsibilities

      1) Assist in the development and implementation of a unified policy concerning specific areas of the high school.

2) Assist in the articulation of curriculum between the middle schools and the high school, and work towards the establishment of a comprehensive and continuous program in specific subject areas.

3) Help in setting up a system for pooling and sharing instructional materials and resources among the unit members within the department.

- Distribution of materials and supplies to unit members.
- Determining that such materials are available as they are needed by unit members.
- Determining the need for supplies and equipment within the department.
- Maintaining records of those items in use in the department, e.g., textbooks.
- Aid in the planning, supervising, and maintaining a resource center for the professional staff within the department.

4) Assist in initiating and carrying out plans for the evaluation of the respective subject area and the determination of the strengths and weaknesses of existing practices in that subject area.

5) Provide support for standard based education and work collaboratively with building administrator and teaching staff.

6) Prepare for submission to administration a list of department needs for budget purposes.

7) Provide for continuity within the department when instructor changes or extended absences occur.

- Meeting and discussing the department with potential candidates during the interview process. The department chair may find another unit member of that department to participate in the interview process in case the chair is not available.
- Act as a resource person for the unit members of the department.

8) Coordinate an in-service program within the department in conjunction with the building administration.

9) Conduct department meetings on a regular basis with the collaboration of building administration. This would involve the following:

- Prepare agendas, items to be included from unit members.
- Prepare and distribute minutes of each meeting to unit members.
- Communicate department concerns regarding scheduling.

10) Attend departmental chairpersons' meetings with the building administration. Keep unit members informed of all items discussed. Any changes in building procedures must be voted on by the unit members.

11) Review established grading practices, homework, policies, and the Board policies and procedures within the department.

12) Serve on district-wide graded courses of study. This does not eliminate others in the department from serving on course of study committees.

13) Assist in the planning and implementation of any building-wide testing program related to that department.

14) Assist in grant writing and research as it pertains to the department.

c. Selection Process

1) Candidates for Department chairpersons will be nominated by each department's unit members or may be self-nominated.

2) A written statement concerning why a candidate would like to be a department chairperson must be submitted to the principal and the current department chair. This statement must also list goals the candidate has for the department as well as how he/she would assess how the goals are being met throughout the year.

3) Candidates for chairperson will be interviewed by building unit members and the building principal. Selection will be made by agreement of the selection team.

d. Term for Department Chairpersons

1) All terms will be one (1) year with no term limits.

2) If the department chairperson cannot fulfill his/her responsibility, the selection team will choose a replacement chairperson.

e. Recognized Departments

The following departments will be recognized: English**,** Foreign Language and Media, Special Education (2), Mathematics, Business Technology, Science, Social Studies, Visual and Performing Arts, Health/Physical Education and Career Tech Programs.

f. Compensation

Department chairpersons shall receive one thousand five hundred dollars ($1,500) per year.

R. UNIT MEMBER'S CHILDREN

1. Any preschool school-aged child for whom a unit member has legal custody, at the request of the unit member, may attend the Groveport Madison Local Schools. All peer models must meet the screening requirements set forth by the district, and unit members must pay tuition. The district is not able to accept special needs children of unit members who live outside the district due to federal and state requirements. Notification must be made to the Director of Special Education by April 1 each qualifying year. Unit members' children must abide by district policies and code of conduct.

2. Any school age child, K-12, for whom a unit member has legal custody, at the request of the unit member, may attend the Groveport Madison Local Schools, tuition free, provided the student(s) abide by district policies and code of conduct. Notification must be made, in writing, by May 10, for the following school year.

ARTICLE 5

LEAVES OF ABSENCE

A. SICK LEAVE

Each full-time unit members employed by the Board shall be entitled to sick leave of one and one-fourth (1 ¼) days per month of service (fifteen [15] days per year). Each unit member shall receive the fifteen (15) days allotted to them at the beginning of the school year. In the event a unit member's employment ends and the unit member have used more sick leave than they have earned at the time of termination, the amount of excess sick leave used above that which has been earned shall be deducted from the unit member's final pay. Each unit member's paycheck shall include the unit member's sick leave balance (accrual and days taken for the school year). Such sick leave shall have an unlimited accumulation. Sick leave may be used by the unit member for absence due to personal illness, pregnancy, injury, and for illness and death in the unit member's immediate family.

Unit members who have accumulated sick leave in other school districts in Ohio, or while in the service of the State, County or Municipal government in Ohio, shall present a properly certified record of these days upon employment. This number of days of sick leave on such record shall be credited to the unit member's active record.

For unit members who work part-time, they will accumulate pro-rata and use this leave based on the fraction of service that they work.

A unit member shall have up to five (5) days of absence from sick leave credit for a death in the unit member's immediate family.

For the purpose of this sick leave policy, the immediate family shall include husband, wife, domestic partner, son, son-in-law, daughter, daughter-in-law, stepchildren, father, mother, stepfather, stepmother, brother, sister, grandfather, grandmother, grandchildren, foster children, father-in-law, mother-in-law, brother-in-law, sister-in-law, or with the approval of the Superintendent, if possible, any person who stands in the place of any of those named above regardless of place of residence, or any other relative living in the home of the unit member.

Sick leave may be used for adoption purposes in keeping with the provisions of Article 5, Section E below.

A unit member may be allowed necessary time from sick leave credit to attend the funeral of a person not included in the unit member's immediate family. Necessary time is to be determined by the principal of the unit member after consideration of the circumstances involved.

Each unit member shall be allowed a minimum of five (5) days sick leave credit per year. This is included in the maximum fifteen (15) days per year, which may be accumulated. This, in effect, advances a unit member five (5) days of sick leave credit at the beginning of each school year, provided that the unit member has less than five (5) days accumulated at that time.

A unit member shall report their absence on the district's absence management system as soon as possible. If a unit member is reporting an absence outside of the reporting time frame allowed by the system, the unit member shall let the building administration know immediately.

For emergencies or extraordinary circumstances, the Administration shall have discretionary authority to grant sick leave above the inclusions of this policy. The unit member shall state in writing the details of the case. In addition, the Administration shall give consideration to the length of service of the unit member in this school system and to the number of sick leave days usually used per year by the unit member.

1. With respect to leave deductions will be made from the unit member's salary for:

a. Days of absence due to foregoing causes in excess of the number of sick leave days accumulated by the unit member.

b. Days of unpaid leave and/or unexcused absence.

c. These deductions shall be calculated by dividing the unit member's gross annual salary by the number of days in the unit member's duty year thus arriving at a per day deduction.

d. All adjustments in salary due to days used for sick leave in excess of those accumulated by the unit member and for other absence not approved for pay will be made by the Treasurer, upon certification by the principal involved, on the payroll following such absence. In no case is the unit member to pay his/her substitute.

2. Deductions Against Sick Leave

The following guidelines shall govern the calculation of absences for the purpose of deductions against a unit member's sick leave:

a. A unit member who is absent for more than one-half (1/2) of either the morning or afternoon duty time shall be charged for one-half (1/2) day of sick leave.

b. A unit member who is absent for more than one-half (1/2) of both the morning, and afternoon duty time shall be charged for one (1) full day of sick leave.

c. If the principal or supervisor has a question about a unit member’s use of sick leave, the principal or supervisor may hold a conference with the unit member during which the unit member shall be represented by a GMLEA representative of his/her choice.

d. If a pattern of sick leave abuse emerges, the Executive Director of Human Resources shall notify the GMLEA President/designee of the potential sick leave abuse. The President/ designee, the administrator and the unit member shall meet to discuss the issue and the unit member will be informed that if the behavior continues, the unit member may be required to have a physician’s statement for future use of sick leave. At this time, the unit member may voluntarily provide documentation from a medical professional for the previous sick leave in question.

e. The Executive Director of Human Resources may require a unit member to submit a doctor’s note from a medical professional to support an absence that exceeds five (5) consecutive workdays.

f. The filing of a false statement by a unit member shall be grounds for disciplinary action including suspension without pay or grounds for termination.

3. Sick Leave Bank

In the event of catastrophic, prolonged, or chronic illness, a unit member who has exhausted his/her sick leave may request, through GMLEA, the Superintendent to authorize voluntary transfer of additional sick leave from GMLEA Sick Leave Bank. Guidelines for using the Sick Leave Bank will be developed and administered by GMLEA.

a. Sick Leave Guidelines

September and April will be open periods for donations to the Sick Leave Bank. On or before October 15th and May 15th respectively, GMLEA shall file with the Treasurer's office a written list containing the names of individual contributors and the number of sick leave days each unit member has contributed to the Sick Leave Bank. The value of days donated shall be posted within thirty (30) school days of the October 15th and May 15th deadline.

Donations of sick leave shall be valued at the per diem rate of the donor at the time of the donation. Sick leave withdrawn shall be valued at the per diem rate of the unit member at the time he/she withdraws the sick leave from the bank.

Unit members must apply to the GMLEA Executive Board to use days from the Sick Leave Bank.

Unit members requesting extra sick leave days from the bank must have exhausted their accumulated sick and personal leave.

Extra sick days are to cover extended illnesses of the unit member or of the immediate family as defined in Article 5, section A, paragraph 5.

Unit members may not apply for more than twenty (20) days at a time and no more than forty-five (45) days per school year.

Once a unit member has made application for disability retirement, he/she is no longer eligible to use the Sick Leave Bank.

B. PERSONAL LEAVE

1. Unit members shall be granted three (3) days of personal leave per contract year, with full pay, for reasons that are not covered by sick leave. A unit member may accumulate unused personal leave to a maximum of five (5) days in any one (1) contract year. Such personal leave is not charged against the unit member's sick leave and will be added to the unit member’s direct deposit notice by the first pay of September annually. Unit members are expected to use the days judiciously. If taking two (2) or more consecutive personal days, the unit member must notify the principal and enter it into the absence management system as early as possible. No more than twenty (20) unit members

district-wide shall take personal leave on Mondays or Fridays unless approval is granted by the Executive Director of Human Resources. If more than twenty (20) unit members district-wide request the same day, preference will be given to those whose requests were made earlier.

2. The unit member shall complete the personal leave notification in the district's absence management system three (3) working days before the date of the leave unless an emergency situation prevents such prior completion. An emergency situation shall be defined as a situation over which the unit member has no control, and the unit member did not participate in the decision for when the event was/is to occur.

   Personal leave will not be approved for the day preceding or following a school vacation period. School vacations are defined as Thanksgiving break, winter break and spring break.

   Personal leave will not be approved during the first or last day school is open for instruction each school year.

   Unit members who have exhausted all personal leave, may be granted unpaid leave at the discretion of the Human Resources Department, if such leave is requested.

   The restrictions outlined in this section may be waived by the Executive Director of Human Resources, provided good and sufficient reason(s) is given.

   Unit members who are employed or resign after the school year begins shall earn personal leave according to the following plan:

a.	0 - 19 days of employment	zero (0) days of personal leave
b.	20 - 119 days of employment	one (1) day of personal leave
c.	120 - 174 days of employment	two (2) days of personal leave
d.	175 days of employment and above	three (3) days of personal leave

3. When a unit member has exhausted their annual personal leave for religious purposes, the Executive Director of Human Resources shall grant additional personal leave as applied for up to three (3) days.

C. CASH BENEFIT FOR NON-USE OF PERSONAL AND SICK LEAVE

A unit member who does not use any personal leave or sick leave during a given nine-week grading period will receive a cash benefit (s) as listed below.

A cash benefit for perfect attendance for the first nine (9) weeks shall be one-hundred dollars ($100.00).

A cash benefit for perfect attendance for the second nine (9) weeks shall be one-hundred and twenty-five dollars ($125.00).

A cash benefit for perfect attendance for the third nine (9) weeks shall be one-hundred and fifty dollars ($150.00).

A cash benefit for perfect attendance for the fourth nine (9) weeks shall be one-hundred and seventy-five dollars ($175.00).

This bonus shall be paid on the second pay following the completion of the nine (9) weeks.

For the purposes of the cash benefit the following shall not be considered usage: Association leave, professional leave or staff development days nor shall donations to the sick leave bank or conversion of personal days be considered usage.

D. CONVERSION OF PERSONAL DAYS TO SICK LEAVE

If unit members have personal days beyond two (2), they will automatically be converted to sick leave (1:1, one-to-one conversion) no later than June 30.

E. MATERNITY/PATERNITY/ADOPTION LEAVE

1. Leave Rights

   A unit member who is pregnant shall be entitled to a leave of absence without pay for maternity reasons to begin at any time between (a) the commencement of pregnancy and (b) one (1) year after the child is born. Such leave shall be for a one- (1) year period and upon request be extended for an additional school year.

2. Application for Leave

   The unit member shall submit a written application to the Executive Director of Human Resources not later than sixty (60) calendar days prior to the requested beginning date of the leave.

3. If extenuating circumstances arise, a request not to take the requested leave or to take a leave not timely requested will be considered regardless of the sixty (60) calendar day advance application.

4. Reinstatement Rights

   Upon return from the approved leave, the unit member shall be entitled to reinstatement to the same position if the leave is for less than or equal to one (1) year, and if the leave exceeds one (1) year to a similar position which he/she held prior to the leave.

5. During such time the unit member shall have the option to continue medical-dental-life insurance benefits at the group rate, provided payment is made to the Treasurer in a timely manner.

6. Unit members shall be granted a leave of up to six (6) weeks with pay of sick leave for the adoption of a child. This leave is not available when the child being adopted has lived as a foster child with the unit member's family.

F. UNPAID LEAVES OF ABSENCE

Requests for leaves of absence up to one (1) year, without pay, shall be made in writing to the Executive Director of Human Resources.

Consideration will be given to requests for a leave of absence for any of the following reasons:

Group A
1. Death or illness in the immediate family or maternity/paternity/adoption leave.

Group B
1. Educational work at a college or university. This work must be in a program of studies leading to a Master's or Doctor's degree.
2. Temporary relocation
3. Other public service
4. Special Leave
5. Travel abroad
6. To serve as a consultant or perform services related to the field of education that may benefit the district.

Unit members utilizing leave under Group A of this article upon returning to employment will be entitled to return to their same position.

Unit members utilizing leave under Group B of this article upon returning to employment will be entitled to return to a position similar to the one held prior to the leave.

A leave of absence does not break the continuity of seniority in the school district. However, a unit member does not earn seniority while on an unpaid leave of absence.

For the purpose of this policy, the immediate family shall include spouse, domestic partner, children, father, mother, brother, sister, grandfather, grandmother, grand-children, foster-children, father-in-law, mother-in-law, daughter-in- law, son-in-law, regardless of place of residence or any other person living in the home of the unit member.

The Superintendent may, at the Superintendent's sole discretion, grant a special leave to a unit member without the reasons being stated in writing. The Superintendent, in granting such leave, can establish terms and conditions of the leave and the unit member's return.

Any unit member on leave shall remain on the payroll records during such leave for the purpose of inclusion in fringe benefits, to be provided at the unit member's expense, should the unit member so designate at the commencement of the leave.

G. FAMILY AND MEDICAL LEAVE ACT

Unit members shall be entitled to all of the rights and privileges as outlined in the Family and Medical Leave Act.

H. COURT LEAVE

The Treasurer shall pay the unit member's regular pay while he/she is a juror. The Treasurer shall not deduct the pay of a unit member who is subpoenaed to testify in criminal court proceedings resulting from a criminal act witnessed on school property during the unit members regular day or during a school related occurrence. This leave will be granted for a unit member who is subpoenaed by a court or agency having subpoena powers.

I. ASSOCIATION LEAVE

The Board will provide unit members with Association leave with no reimbursement of expenses. The maximum number of days granted shall not exceed thirty (30) days in any year in which negotiations do not occur. During a negotiations year, GMLEA shall have an additional thirty (30) days.

J. ASSAULT LEAVE

The administration will grant a leave of absence with pay of up to thirty (30) days as necessary to any unit member who is physically assaulted with resultant disability/injury while on duty, on school property or at school functions. This assault leave shall not be deducted from the unit member's accumulated sick leave providing a doctor's statement pertaining to the disability/injury arising from the assault is submitted.

For your protection, a unit member should file a police report if assaulted. The Board/Administration shall cooperate fully when a unit member files a report.

K. BEREAVEMENT LEAVE

Bereavement leave that is not covered by the sick leave provision and not to be deducted from sick leave may be granted by the Executive Director of Human Resources.

L. PROFESSIONAL LEAVE

1. The Superintendent shall grant one (1) day of professional leave per school year to each unit member, so long as the criteria set forth in paragraphs 4a. and 4b. below are satisfied.

2. When a request for professional leave is approved, the Board shall pay on behalf of each unit member up to two hundred ($200) of the registration fee for the first day of an approved professional development program. The funds for payment of the professional development registration fee in accordance with the procedures set forth in this Master Contract shall be separate from other building accounts and unit members shall not be asked to choose between using these monies for registration in a professional development program or for another purpose.

3. The Superintendent may grant a request to attend a multi-day professional leave activity and agree to pay the registration fee for more than one day or condition approval of more than one day upon the unit member agreeing to pay the registration fee for any days beyond the first.

    a. A request for a substitute should be made in ample time.

    b. Educational merit of request benefits the school**,** the unit member, the students and/or the district.

Procedures

1. To apply for professional leave a unit member will submit their request, for principal approval, through the district's absence management system. At that time, the unit member shall discuss with the principal, the method of payment and registration responsibilities.

    a. The district pays the registration fee, or

    b. The unit member will pay the registration fee and be reimbursed by the district within thirty (30) days of submission.

M. COLLEGIAL SUPPORT LEAVE

Release time will be provided to attend the funeral of a unit member, spouse or child of a unit member to the extent that GMLEA provides coverage at no cost to the Board. The GMLEA President will notify, in writing, the Superintendent or his/her designee by 9:00 a.m. prior to the day of the funeral service except in extenuating circumstances. The written notification will include names of the unit members wishing to attend the funeral service and the names of those who will be reassigned. This provision applies to up to two and one-half (2-1/2) hours of unit member reassignment time.

N. MILITARY LEAVE

The Board shall grant leaves of absence for military service or military training in conformity with applicable state and federal law. All insurance coverage for the unit member shall

continue without cost to the unit member for two (2) months following the month during which activation occurs. Upon returning from duty, the unit member shall have the opportunity to return to the unit member's same position or building.

O. NOTIFICATION

A unit member who is on a Board granted paid or unpaid leave of absence during the second semester of any year must notify the Executive Director of Human Resources by March 1, in writing, if it is their intention to return to duty the following school year.

The Executive Director of Human Resources will notify the affected unit member in writing on or before February 15 of the need to comply with the March 1 deadline. In the event that the unit member fails to reply by the March 1 deadline, the unit member will be placed at the bottom of the pool listing and will be required to accept any available position for which they hold proper certification. The unit member shall be responsible for keeping the Human Resources Department informed of his/her current address.

P. EMERGENCY SUB PLANS

Unit members will have three (3) days of emergency sub plans left at a location determined by the building administration. Sub plans must be done no later than September 1st of each school year.

ARTICLE 6

CONTRACT YEAR AND DUTY DAY(S)

A. LENGTH OF SCHOOL YEAR

The length of the school year for all unit members in the Groveport Madison Local School District shall be as follows:

1. Unit members shall be compensated for one hundred eighty-six (186) days including: one hundred seventy-six (176) student contact days, two (2) parent teacher conference days, six (6) professional days, two (2) unit member workdays.

2. All unit members new to the district will be required to attend up to a three- (3-) day orientation and staff development program specifically for new unit members. (See Article 4, Section H.)

B. SCHOOL CALENDAR COMMITTEE

Annually, a School Calendar Committee shall be established consisting of equal numbers of the GMLEA representatives, Ohio Association of Public School Employees unit members, and Board representatives. The GMLEA co-chair will initiate establishing a meeting calendar, and

the administration co-chair will respond within five (5) days. All dates will be mutually agreed upon by the co-chairs. The committee shall prepare a survey for constituent group input. The survey shall include dates for which there is some flexibility such as, but not limited to, the start of school, release days for parent conferences, winter break, spring break, etc. The survey will be completed by November 1. Unit members will have five (5) working days to vote on their choices. The committee will then incorporate the unit members' survey results in formulating the school calendar, and the calendar will be recommended to the Board for adoption. The Board shall make the final decision on the calendar.

The calendar for the school year shall be prepared one year in advance.

C. STAFF MEETINGS

Staff meetings will be held during collaboration time. No more than two meetings per month will be dedicated to staff meetings. Staff meetings will not be required in August. Staff meeting schedule will be provided by the first student day.

D. PROFESSIONAL DEVELOPMENT

1. A district professional development committee consisting of an equal number of administrators selected by the superintendent and bargaining members selected by the GMLEA president - one (1) K-5 unit member, one (1) special area unit member, one (1) 6-8 unit member, two (2) 9-12 unit members, one (1) related services unit member, and one (1) special education unit member. This committee shall address all district professional development days. GMLEA will conduct and compile data collected from unit member surveys to determine the needs at each grade level and provide this information to the committee. The Administration and GMLEA will mutually agree on the topics to be included on the agendas and may recommend presenters for those given days with continued focus on, but not exclusive to, increasing achievement test scores. The co-chairs, as selected by the GMLEA President and Superintendent, will meet once (1) per month, and the entire committee will meet once (1) per quarter. Either side may ask for more meetings upon mutual agreement. The GMLEA co-chair will initiate establishing a meeting calendar, and the administration co-chair will respond within five (5) days. All dates will be mutually agreed upon by the co-chairs.

2. The district shall annually provide professional development for unit members.

    a. Professional development that is required will take place on scheduled district professional development days, collaboration time, or the instructional day during which the district would provide substitutes.

    b. Voluntary professional development may be offered outside the duty day and unit members will be paid twenty-five ($25) dollars per hour.

    c. Professional Development may be excused for related services providers (OT, PT, SLP, School Psychologist, Adaptive PE, Nurses) on those days when the PD is not

job-specific. Service providers may request exclusions from the building principal who shall retain final discretion.

3. Professional development days will be scheduled for the first day of the second grading period, first day of the third grading period, and the first day of the fourth grading period. These days shall be from 8:00am until 2:45pm. The day will be evenly divided into a morning (8:00am-10:45am) and afternoon (12:00pm-2:45pm) session. The Professional Development Committee will plan for one session and the other session will be for unit member planning time. Administration will not call any meetings during the unit member planning time. Lunch will take place from 10:45am-12:00pm.

4. Unit members shall have the day before the first student day and the day after the last student day as workdays. There shall be no required meetings or training on these days.

E. COLLABORATION TIME

1. During a 5-day work week, Mondays & Fridays will be Professional Responsibilities Days. Tuesdays, Wednesdays and Thursdays will be Admin Choice days, with one of those days being reserved for committee meetings. During 2-, 3-, or 4-day work weeks, there will be no days reserved for committees. Professional Responsibilities Days and Admin Choice days will be evenly split, with Professional Responsibilities Days being on the first/ last day of the week, when possible. Prior to the start of each school year, the calendar for the upcoming academic school year will be finalized by the Core PD Committee. Principals will give a more specific draft calendar one month in advance.

2. On Admin Choice days, building and/ or district administration can schedule various meetings such as, but not limited to: staff meetings, TBT/ PLC, WEP/ WAP training, and department meetings. The days reserved for committee meetings will be for meetings such as, but not limited to: BLT, Discipline/ PBIS, and RTI/ MTSS. Teachers who are not required to participate in specific Admin Choice Days (including committee meetings) will work on school-related tasks of their choice. Principals have the discretion to alter any Admin Choice Day after the calendar is distributed based on the needs of the building and/ or district.

3. Professional Responsibilities Days are teacher-directed. These days are for teachers to complete district- or state-required training as approved by the district professional development committee such as, but not limited to: Science of Reading training, gifted training, RESA requirements, and Public School Works; parent meetings/ IEPs/ 504s/ ETRs and pre- and post-evaluation conferences (Note: pre- and post-evaluation conferences during planning period or CT time must be mutually agreed upon unless the proposed date compromises an evaluation deadline and the administrator has provided the teacher with forty-eight (48) hours' notice). Once teachers have completed all district- and state-required hours, teachers will work on school-related tasks of their choice. Principals will not alter any Professional Responsibilities Days after the calendar has been distributed.

4. Due to state requirements, those required to participate in the gifted training*** will complete a reflection activity/meeting to track hours. A sign-in sheet for gifted training may be required. Time for reflections and/or activities must be provided during that day's Collaboration Time. All gifted reflections and activities will be provided to the professional development core committee one month prior and will be mutually agreed upon by the Professional Development Committee. The reflections and/or activities will not be subject to evaluation or any kind of grading by administration. Members will incur no cost associated with acquiring gifted training.

5. With the exception of gifted training, proof of participation in Collaboration Time will be monitored through Frontline; attendance will not be taken using assignments, Google forms, exit slips, Google Classroom log-in or any other type of activity. There will be no gifted training assignments or activities, including reading requirements, given to teachers to be completed outside of Collaboration Time.

6. Aside from the time allotted for gifted training as described in item number 5, there will be no assignments or activities unrelated to the teacher's professional responsibilities, including reading requirements, given to teachers to be completed during Collaboration Time.

   *** Teachers not required to take Gifted training

   Gifted Intervention Specialists
   TESOL/ESL Teachers
   Intervention Specialists
   Physical Education/Health Teachers
   Career Technical Education (CTE)
   School Counselors
   School Psychologists
   Occupational Therapists
   Physical Therapists
   Speech Language Pathologists
   Social Workers
   School Nurses
   Art/Music Teachers (Licensed as Trained Arts Instructors)

F. EARLY DISMISSAL -- BEFORE A HOLIDAY

School shall be dismissed two (2) hours early on the last school day preceding Thanksgiving vacation, winter vacation and spring vacation.

Unit members may leave the building as soon as all children have left.

G. PARENT-TEACHER CONFERENCE DAYS

1. On Parent-Teacher Conference days, the unit members' required duty day shall be seven (7) hours, exclusive of lunch.

2. The principal, after considering the recommendation of the Building Leadership Team, will schedule parent-teacher conferences with the goal of meeting the needs of the parents and the building. Parent-teacher conference dates shall be set no later September 15 of the affected school year. A building administrator shall be on duty and on site during the parent-teacher conference schedule for each building.

3. Additional Parent-Teacher Conference days will be provided for unit members, if the unit member and the principal mutually agree that additional conference days are needed. In any case, no more than two (2) additional days beyond what is normally given will be approved.

   If additional Parent-Teacher Conference days are approved, substitutes shall be hired to cover classes so that such Parent-Teacher Conferences can be held.

4. If the unit member is absent for a parent-teacher conference day, the unit member will provide make up details with the building principal or be deducted a half (1/2) or one (1) full day as applicable.

H. MEET THE TEACHER

Unit members will participate in their building's Meet the Teacher Night, not to exceed two (2) hours. Meet the Teacher Night will be scheduled by administration prior to the end of the previous school year and communicated to staff before the last duty day. Meet the Teacher Night will occur no later than the end of the first full week of school. If extenuating circumstances cause a unit member to miss Meet the Teacher Night, the unit member must communicate with building administration. Unit members must prepare materials that will be shared with parents and students.

PK and kindergarten teachers will attend a separate Meet the Teacher Night after assessment days to be scheduled in collaboration with building administration. If extenuating circumstances cause a unit member to miss Meet the Teacher Night, the unit member must communicate with building administration. Unit members must prepare materials that will be shared with parents and students.

I. WORKDAY

Unit Member Day

The assigned workday shall be similar to a normal school day/school year schedule that begins no earlier than 7:00 a.m. and ends no later than 4:00 p.m. Monday through Friday and the seven (7) hour and thirty (30) minute workday shall be continuous. Any adjustments, other than those specifically permitted under the Master Contract in force at the time shall be bargained between the parties. (Preschool teachers work Monday through Friday, teaching Monday-Thursday delivering a minimum of ten (10) hours of instruction with Friday used for PD, site visits and IEPs.) Collaboration time will take place before or after the student day but during the unit member duty day as determined by the district bell schedule. A schedule for collaboration time will be provided at least one (1) month in advance.

The workday for each full-time unit member would include:

1. A thirty (30) consecutive minute duty free lunch period.

2. There shall be no fewer than forty (40) minutes for educational planning for all unit members of grades PK through 12. For any school year in which the Groveport Madison Local School district provides an all day, every day kindergarten program**:**

    a. In elementary buildings, there will be no fewer than forty (40) consecutive minutes for all unit members during the student day for educational planning.

    b. In secondary buildings there will be no fewer than forty (40) consecutive minutes for all unit members during the student day for educational planning.

3. There shall be two (2) periods for educational planning, each consisting of twenty (20) consecutive minutes, for kindergarten teachers when the district is on a half (1/2) day kindergarten schedule.

4. There will be no TBT/PLC meetings until the last week of August. The purpose of a TBT/PLC is to work to strengthen teaching and learning for all students through collaborative planning based on the collection and interpretation of formative assessment data (i.e., academic, social-emotional learning, behavior and attendance) The administration may provide substitutes for meetings with unit members at other times than collaboration time in item 2 above. This provision will not apply to RTI and IEP meetings.

5. The administration shall not schedule meetings during unit members' educational planning time with the exception of RTI, 504, IEP meetings, and mutually agreed upon pre and/or post evaluation conferences.

Item 2 above would not include guidance counselors or nurses, nor would it include librarians assigned to grades six (6) through twelve (12). Full-time librarians assigned to grades K through five (5) who are responsible for regularly assigned library instruction would be eligible for forty (40) minutes of educational planning as part of their duty day.

Librarians assigned to grades six (6) through twelve (12) shall be assigned two hundred (200) minutes per week to perform maintenance and organizational functions. During this time, librarians shall be free from library Supervision duties. Other than the above-mentioned lunch period and planning period, unit members will be on duty and responsible for pupils during the time covered by the workday.

There are times when the unit member may need to leave early, for example, a doctor's appointment. This time will be adjusted by the principal, if possible*, without use of leave for up to one (1) hour if the unit member's classes are covered.

*The intent of "if possible" applies only to coverage of class.

J. CALAMITY DAYS

If any school building is closed for calamity such as illness, disease epidemic, hazardous weather conditions, damage to a school building, or other temporary circumstance due to utility failure, unit members shall not be required to report for work on that day but shall receive their regular salary and fringe benefits. Should the District decide to make up calamity days in excess of five (5), the district will move to remote learning days to include virtual and/or paper lessons. Unit members will work from home on those days.

K. KINDERGARTEN TRANSITION

1. The first three (3) student days of each school year shall be assessment days.

2. All kindergarten teachers shall have two (2) staggered start days to follow the assessment days. Staggered Day shall be defined as days where half of the students from each Kindergarten classroom are acclimated to school climate.

3. Assessment Day shall be defined by affected unit members and building principal.

L. MIDDLE/HIGH SCHOOL TRANSITION

The first day of school will serve as a transition day for the lowest grade at the middle schools and high school. All other grade-level students at these schools will not report, but all unit members will.

M. TEACHING ASSIGNMENT

Unit members shall know their tentative teaching assignment and schedule for the following year by June 30th.

ARTICLE 7

JUST CAUSE

One (1) year limited contract for first three (3) years - first year non-renewal under the law; second and third year non-renewal for job performance based on evaluation; fourth year of employment and thereafter non-renewal only for just cause.

ARTICLE 8

VACANCIES AND TRANSFERS

A. POSTING OF UNIT VACANCIES

If any unit position is created or becomes vacant and can be filled by a unit member holding proper licensure, procedures for notifying unit member shall be as follows:

1. A position is considered vacant when:

    a. A unit member dies.
    b. A unit member resigns.
    c. A unit member retires.
    d. A unit member is terminated.
    e. A unit member is transferred to another position.
    f. A unit member is promoted.
    g. A new position is created.
    h. A unit member's disability leave extends beyond its designated limitations.

2. Notification of vacancies shall include at least the following:

    a. Positions available.
    b. Deadline for application.
    c. Effective starting date.
    d. Qualifications.

3. Except for positions filled in accordance with Article 9, section C., any position filled after the first unit member duty day, shall be filled on a temporary basis through the

end of that school year. The position shall be posted and filled in accordance with the provisions of this Master Contract for the following school year.

Nothing contained in this Article implies that all vacancies will be required to be filled.

B. PROCEDURES FOR FILLING VACANCY

Anticipated additions or changes in unit member positions made by the Administration prior to July 1, shall be emailed to affected unit members by the building principal within the building for intra-building transfers.

1. Unit members at the elementary and middle school shall have two (2) working days from the email notification of vacancies to express interest via email to the building principal for intra-building positions.

2. Unit members will have two (2) working days to express interest via email to the Executive Director of Human Resources for posted district-wide positions. District-wide notification shall be defined as the date the position is posted on the district website and emailed to unit members.

    a. Vacancies created after July 1, but before the first unit member duty day, will only be posted for two (2) days- intra-building and district-wide combined.

3. All interested internal applicants will be given an interview and will be considered for the vacancy.

4. In acting on requests for voluntary reassignment, the following criteria will be applied:

    a. The recommendation of the receiving administrator is required.

    b. When two (2) or more candidates are recommended by the receiving administrator and equally qualified, per the job description, the position will be given to the internal applicant with the greater years of continuous service in the Groveport Madison Local School District.

5. When a unit member is not selected for a position, the unit member may request a conference with the receiving administrator(s) to be held within five (5) workdays. At such conference the unit member will be provided the reason(s) for the denial of such position.

6. Article 8, A. shall be governed by Article 9, B, (Placement of Pool Members) and Article 8, (C) (7) (Option to return to original building.) Consideration of reassignment shall rank in this order of priority:

    a. Assignment of unit members opting to return to their original building.

    b. Assignment of pool members.

c. Posting vacancies.

7. The Human Resources Department shall cause to be prepared a schedule or other appropriate presentation of system-wide data, including and indicating all new positions for the current year, vacancies and existing positions filled for the current year, the names of unit members reassigned, transferred and newly appointed and the positions they have been given. Such schedule or presentations shall be made available to the GMLEA President within five (5) workdays of the request.

C. INVOLUNTARY TRANSFER

1. Occasionally, it may be necessary to involuntarily transfer unit members to a new grade level, subject area, and/or building. In all cases of transfer, the Executive Director of Human Resources will make the final decision in keeping with the provisions contained in the Master Contract.

2. Notice of an involuntary transfer will be given to the unit member as soon as practical. If the unit member cannot be notified at least one (1) calendar month preceding the commencement of the duties involved in the new assignment, upon request, the Executive Director of Human Resources shall provide the unit member with up to five (5) working days of released time to prepare for the new assignment.

3. An involuntary transfer will be made only after an email invitation to a meeting between administration and the unit member involved. The unit member may decline such meeting.

   a. Meetings for in building involuntary transfers will be between the building administrator, the unit member, and the GMLEA President/designee.

   b. Meetings for in district involuntary transfers will be between the Executive Director of Human Resources, the unit member, and the GMLEA President/designee.

4. In cases involving involuntary transfers, the curriculum and equipment needs of the individual unit member will be honored to the extent that these considerations do not conflict with the instructional requirements and best interests of the school district and pupils.

5. In cases of involuntary transfers in order to fill a new or vacant position, the unit member filling that position shall be the unit member with the least district seniority who holds proper certification.

6. A unit member being involuntarily transferred will be placed only in an equivalent position; one which, among other things, involves no reduction in total compensation and no impairment of tenure.

7. A unit member being involuntarily transferred due to position elimination has the option of returning to the building from which he/she was transferred for a period of up to the first duty day of the next school year. In the event that a vacancy should occur in the former building, the unit member shall be notified and given the opportunity to return before the vacancy is posted, if the unit member holds proper certification for the vacated position. Unit members shall return in order of district seniority. A unit member's refusal to return to the first available position for which he/she is qualified would automatically terminate this option. This Article shall supersede Article 8A and 8B, items 1-5. This article shall not supersede Article 9 C.

D. CLASSROOM RELOCATION

Anytime a unit member moves his/her classroom either within the building or between buildings, custodial and maintenance help shall be provided to assist in the move.

E. PART-TIME UNIT MEMBERS

A part-time unit member who has previously been employed full-time in the district may return to a full-time position by using any of the following methods:

1. Notifying the Executive Director of Human Resources by April 27 in order to enter the pool (Article 9, Section B).

2. Bidding into any vacant position that becomes available during the in district transfer time period (Article 9, Section A.).

3. Following procedures for any vacancies in the district (Article 8).

ARTICLE 9

ELIMINATION OF POSITIONS

A. In the event that positions must be eliminated, the following procedure shall be used:

1. When a position is to be eliminated, the least senior district unit member in that building in the affected grade level or department will be the unit member to be transferred. If the least senior unit member does not hold any other license/certificate, then the next senior unit member in the building in the affected grade level or department shall be transferred. If all the unit members in an affected grade level or department hold the same license/certificate and no other type of license/certificate, the least senior unit member will be placed in a district-wide pool in order of district seniority and types of license/certificate. Unit members shall have until 4:00 PM of the work day following receipt of notice in which to exercise their rights to "bump." Bumping rights for retired/rehired unit members shall be in accordance with the provisions in Articles 25.

2. If a vacancy exists within that building for which the unit member mentioned in A. 1. above holds proper certification, then, at the unit member's option, he/she shall be assigned that position. (For specialist certification and requirements refer to Article 15.) For the purposes of internal building transfers, for unit members who hold district positions which are as follows: library/media specialists, special education teachers, title teachers, ESL teachers, nurses, speech/hearing therapists, HS band director, HS choir director, school literacy coaches, guidance counselors, school psychologists, physical therapists, occupational therapists, and any additional positions upon which the parties mutually agree, their home base will be considered their "building." The home building shall be assigned no later than September 1st of each year. Bumping does not apply to district positions.

3. If no vacancy exists within that building for which the unit member is certified, then, at the unit member's option, that unit member may replace the least district senior unit member in the same areas of certification in that building.

4. Any time a unit member intends to bump into a position which requires extended duty days, a supplemental contract, or release time from direct student supervision they must apply and be interviewed by the administration. The unit member must meet the criteria of the administration in order to bump into that position. If the unit member may not bump into that position, they then bump into the next least senior unit member's position.

5. The notification of the elimination of a unit member's position will be conducted privately between the affected unit member**,** and the GMLEA President or designee, and administrator at an appropriate location and appropriate time before it is posted.

   The President of GMLEA will be notified of all internal changes prior to the beginning of the process. The President will notify each Building Representative to alert them to be available to assist the affected unit member(s) if needed.

B. Unit members eliminated from a building and unit members returning from extended leaves of absence will have their names listed in a pool in order of district seniority. The following procedures will be used to transfer unit members out of the pool into vacancies:

1. Voluntary Transfer from Pool: As vacancies occur, the unit member with the most district seniority and proper certification in the pool will be offered the position. Refusal of a voluntary pool transfer does not alter a unit member's place on the pool's seniority list.

2. Involuntary Transfer from Pool: In the event that no voluntary pool transfer results from 1 above, the unit member with the least district seniority and proper certification shall be transferred to fill the vacancy. This procedure shall continue until all unit members are placed in positions. Placement of pool members shall have priority over applications for vacant positions as set forth in Article 8 and all voluntary assignments as set forth in Article 8.

3. In the event that a pool member cannot accept any position because of licensure, the least senior district unit member with that certificated/licensed position who also holds an additional certificate/license will be transferred to a position within the other certificated/licensed area, and the pool member shall be placed in that unit member's position. The Executive Director of Human Resources and GMLEA President will work cooperatively to make this procedure work as well as opportunity allows.

C. In the event that a position is reinstated prior to the first duty day of the school year for which it was eliminated, the unit member who last held the reinstated position will have the first option to return to it. If the position is reinstated after the first duty day of the school year for which it was eliminated, it shall be filled on a temporary basis for the remainder of the year in accordance with the provisions of Article 8, Section A. 6. If that same position is reinstated for the immediately following school year, the unit member who last held the reinstated position as a regular unit member will have first option to return to it.

D. On or before October 30 of each year, a seniority list categorized by the type of license/ certificate including any overlapping will be established and made available in each building. Each unit member will have the right to challenge this list for a period of thirty (30) days after it is distributed.

ARTICLE 10

REDUCTION IN FORCE

All reductions in force, regardless of reason, will be in keeping with the provisions of this Article and Section 3319.17 of the Ohio Revised Code. This Article supersedes Article 9, B-2.

A. The Administration shall provide to GMLEA the data upon which the Administration bases the need for reduction in force. The reduction shall be made as follows:

B. <u>PROCEDURE FOR DETERMINING RIF LIST</u>

1. A seniority list shall be prepared of all unit members according to seniority (continuous service in the district) within all areas of certification for each unit member. A continuing contract shall not be considered a criterion for placement on this seniority list. All approved paid "leaves of absence" will be applied towards continuous service for seniority purposes. Unpaid leaves of absence do not break the continuity of district seniority. However, additional seniority cannot be earned while on unpaid leave of absence. The list shall include the following information:

   a. Date of initial employment (continuous).

      1) Initial employment shall refer to the date of hire, including a long-term limited contract of 120 days or more. A long-term limited contract includes a

unit member hired after the first unit member duty day who works 120 days or more.

2) Continuous employment shall include all time on paid sick leave, all time on Board approved leave of absence, all time on military leave of absence, all time on disability retirement to a maximum of five (5) years and all time during suspension of contract if the unit member is reinstated.

3) Seniority shall be lost when a unit member resigns or retires.

b. Areas of certification(s).

2. A unit member's position on the school district seniority list will be determined as follows:

a. Date of initial employment by the Board.

1) If this date is the same as another unit member, then the date of the initial interview will be used, if recorded.

2) If the date of the initial interview is not recorded then the seniority position will be determined by a flip of the coin or some other method of chance.

3. A list shall be prepared indicating the specific positions to be abolished.

4. A reduction in force suspension list will be prepared by applying the following steps until all necessary reductions have been accomplished:

a. Unit members who leave the district by reasons of retirement, resignation, or an approved leave of absence.

b. The least senior certificated unit member(s) from the position(s) to be abolished in keeping with the certification and seniority list as set forth in B1 and B2.

5. A unit member whose contract is suspended as a result of a RIF will receive a written invitation to a meeting between the unit member and the Executive Director of Human Resources. The unit member may decline such meeting.

6. No preference for seniority shall be given except when making a decision between unit members who have comparable evaluations. Any necessary reduction in force occurring prior shall be on the basis of seniority and contract status within all areas of certification/licensure.

a. Comparable Evaluations shall be defined by the unit member’s final summative evaluation rating. Unit members shall be placed in one (1) of two (2) groups for the purpose of a reduction in force, as described below. These groups shall be

called "Group One," and "Group Two." Unit members within each Group shall be deemed "comparable," except that unit members under continuing contracts shall be given preference over all unit members under limited contracts within the same Group.

1) Group One shall be comprised of all unit members who have a final summative evaluation rating of "Ineffective."

2) Group Two shall be comprised of all unit members who have a final summative evaluation rating of "Developing," "Skilled," or "Accomplished."

3) Any reduction in force shall begin with unit members in Group One, followed by Group Two.

C. RE-EMPLOYMENT OF UNIT MEMBERS FROM THE RIF LIST

1. All unit members whose contracts are suspended as a result of a RIF shall be placed on a list, for a period of two (2) years, stating years of continuous service to the district and subject(s) certified to teach.

2. A unit member on the RIF list shall be offered a contract for positions for which certified, as set forth in said RIF list, as positions become available in keeping with the certification and the seniority provisions of the RIF Policy (inverse order--last discharged/first re-employed).

3. When an opening occurs, the Executive Director of Human Resources shall send a certified letter to all affected unit members certified for the position to their last known address to advise them of such position. It is the unit member's responsibility to keep the Human Resources Department informed of his or her whereabouts. The unit member shall notify within ten (10) days from the date the letter is sent to indicate availability and desire for such position. The Board shall reinstate the unit member indicating availability and desire for such position which has the greatest seniority.

4. Transfers of unit members employed but not affected by the RIF shall be limited to positions not affected by RIF. If a position(s) initially abolished is reinstated or if a new position(s) is established, this position(s) will be staffed first from the unit member RIF list. Transfers may be made to a position affected by the RIF after the position(s) have been offered to all properly certificated unit members on the RIF list and in keeping with Article 8 of this Master Contract.

5. No unit member new to the district will be employed until all properly certified unit members on the RIF list have been offered a contract for the position in accordance with the provisions of this policy.

6. Upon recall, all rights related to salary, fringe benefits, and seniority shall be fully restored.

D. <u>RIGHTS</u>

All unit members who are notified that they are placed on the RIF list will have the following rights:

1. The right to review seniority and certification records with representation of his/her choice.

2. Unit members whose employment was suspended due to RIF will be given preferential consideration as substitute teachers.

3. Unit members whose employment has been suspended due to RIF shall have the right to pay the total premium for group life, hospitalization, and other group insurance benefits for a period not to exceed two (2) years.

ARTICLE 11

CLASS SIZE

A. It is recognized by the Board and GMLEA that class size, based upon the Ohio State Board of Education's State Minimum Standards, is a reasoned criterion. The Board pledges that future planning, primarily as to the utilization of facilities and personnel, shall be directed toward attaining and maintaining these State Standards. Further, the Board and GMLEA recognize the importance of providing for the range of individual pupil differences through the establishing of reasonable size classes for instruction. Therefore, every effort will be made to provide and maintain class sizes which are appropriate for the type and age of the pupils, the subject being taught and the classroom which is to be used.

B. The Board and GMLEA further recognize that class sizes must be established in relationship to the availability of appropriate physical spaces and adequate financial resources. For purposes of class size count under C. and D. of this Article, students on a unit member's roster that have attended school at least once per week count until the student is withdrawn. Exceptions to the one per week attendance count include suspensions, health related absences, or special circumstances as agreed upon by the Board and GMLEA.

C. Equitable class size shall be maintained within grade levels, within an elementary building and/or between comparable courses in the middle schools or the High School (9-12). Buildings will be equalized within the south end and north end of the district beginning September 15 of each school year. Administration will keep inequities between elementary buildings to a maximum of not more than eight (8) students. Inequities in class size and/or inadequate teaching facilities shall be subject to the grievance procedure. If at any time the class size inequity is more than eight (8) students, either the unit member shall notify his/her building principal, or the GMLEA President shall notify the administration. Thereafter, the building principal and/or the administration shall immediately take all steps necessary to ensure

compliance with the equitable class size requirement. Failure to remedy the equitable class size requirement by the building principal or the administration within five (5) school days after being notified will result in the unit member receiving twenty-five dollars ($25) per day per content area per student stipend that exceeds the eight (8) student maximum, until the equitable class size requirement has been complied with by the administration.

D. The maximum number of students per class shall not exceed thirty (30) in grades K-12. Every special education student will count as one (1) student. In grades 6-12 the following classes may exceed thirty (30) students: band, choir, library, and study hall. If at any time the maximum number of students per class exceeds thirty (30), the unit member shall notify his/her building principal or the GMLEA President shall notify the administration. Thereafter, the building principal shall immediately take all steps necessary to ensure compliance with the class size requirement of no more than thirty (30) students per class. Starting on the fifteenth (15^{th}) student day of the school year, failure to remedy a class size of over thirty (30) students in grades K-12 by the building principal or the administration within three (3) school days after being notified will result in the unit member receiving twenty-five dollars ($25) per day/per content area/per student stipend until the class size requirement has been complied with by the administration. Double blocks count as two periods. At the elementary level, excluding specials area teachers (who will be compensated twenty-five dollars ($25) per day/per content area/per student) administration shall compensate teachers at a rate of sixty-five dollars ($65) per student/per day until the class size requirement has been complied with by the administration.

E. Unit members instructing students in grades six (6) through twelve (12) shall:

1. Have the following teaching periods:

    a. In a nine- (9-) period day, maximum of six (6) teaching periods.
    b. In an eight- (8-) period day, maximum of six (6) teaching periods.
    c. In a seven- (7-) period day, maximum of five (5) teaching periods.

2. Have a maximum of two (2) preparations for core courses unless he/she agrees to more.

    a. In high school, core classes are defined as any course that falls in the standards area of English/Language Arts, Science, Social Studies, or Math. Any secondary courses that are not required for graduation are not considered core courses.

    b. In middle school, core classes are defined as ELA (combined or separated), Math, Science, and Social Studies in grades 6-8.

ARTICLE 12

EVALUATION

A. The following guidelines will govern the evaluation of unit members:

1. Observation based on classroom performance and high quality student data (HQSD), where applicable.

2. Conference regarding observation report within reasonable period of time following observation.

3. After each conference between the Evaluator and Unit Member upon signing the observation and the evaluation forms, the Unit Member will receive a copy.

4. Right to be observed by different administrator, upon request.

5. Unit member's right to attach a written response to observation/evaluation.

6. Written improvement plan when continued employment is in jeopardy.

7. Assistance by Administration, written program and reasonable time to overcome deficiencies.

B. All unit members who spend at least fifty (50) percent of their time or less, if allowed by law, providing content-related student instruction will be evaluated using the OhioES (Ohio Evaluation System) tool as developed by the evaluation committee. In-service will be provided to all evaluatees for that school year by September 30. All unit members who spend less than fifty (50) percent of their time (i.e., guidance counselors, school psychologists, school nurses, etc.) providing content-related student instruction will be evaluated using the evaluation forms contained in the Master Contract.

C. The Evaluation Committee shall be a standing committee consisting of four (4) unit members appointed by the GMLEA president and four (4) administrators appointed by the Superintendent. The GMLEA co-chair will initiate establishing a meeting calendar, and the administration co-chair will respond within five (5) days. All dates will be mutually agreed upon by the co-chairs. This committee shall meet at least one time per year and at the request of GMLEA or the administration to:

1. Determine the appropriateness and effectiveness of the current unit member evaluation instruments and processes and making recommendations of possible changes.

2. Review and revise the extracurricular evaluation instrument and process.

3. The Superintendent’s designee and the GMLEA Evaluation chair shall meet together with the building administrators and/or any other administrator who may complete evaluations at the beginning of each school year for a training/review of the process.

4. The committee shall meet as needed between September 1 and April 1 to revise the current evaluation procedure in light of requirements in the Ohio Revised Code. Committee members will be given release time and professional leave as needed to get

appropriate training related to the required revisions. Committee members shall be paid a rate of $25 per hour, and prorated for any hour after the first, for any meetings outside the workday. The Committee shall present any changes to GMLEA and the Board by April 30 and both parties will vote to accept or reject said changes by the end of May.

5. GMLEA and the administration shall meet within 30 days should litigation and/or legislation amend and/or appeal any requirement or provision related to the evaluation article. The evaluation committee shall review said changes and mutually recommend what adjustments, if any, need to be made to the evaluation procedures defined within this article. Any alteration to this article (Article 12), shall require approval/ratification from the Board and GMLEA membership. Upon approval/ratification, the parties shall enter into a written amendment to the Master Contract.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT
TEACHER EVALUATION INSTRUMENT

A. PHILOSOPHY OF EVALUATION

The Groveport Madison Local Schools have the responsibility to create a favorable climate for all unit members and administrators to perform their responsibilities to the children of our district.

The insight and growth of each unit member and administrator resulting from participation in the evaluation process are more significant than the process itself. Evaluation should be a continuous, constructive, cooperative and professional enterprise between the unit member and the evaluator.

Evaluation in the Groveport Madison Local Schools is intended to promote improved performance, professional growth and professional integrity.

B. OBJECTIVES OF EVALUATION

1. To improve the quality of instruction.

2. To facilitate and improve communication and understanding between administration and unit members.

3. To stimulate, through accountability a better understanding of the scope of one's duties and responsibilities.

4. To provide an opportunity for each unit member's performance to be periodically assessed and appraised.

5. To provide assistance which the unit member may need for instructional improvement and professional growth.

6. To provide documentation in questions of dismissal or promotion.

C. WHO IS TO BE EVALUATED

1. All unit members recognized in Article 1, B.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT
TEACHER EVALUATION INSTRUMENT

A. WHO CAN EVALUATE

1. Superintendent

2. Deputy Superintendent

3. All Director**s**

4. Principal

5. Assistant Principal

6. Supervisor/Coordinator working in the district but not for the sole purpose of evaluation.

   a. Each evaluator must successfully complete state-mandated evaluator credentialing training bi-yearly and is required to pass a credentialing assessment before beginning any evaluations. Evaluators who fail to pass re-credentialing will be prohibited from evaluating unit members. A list of credentialed evaluators will be provided to the GMLEA president by the end of September.

   b. Each evaluator must attend yearly training with the Superintendent/designee and GMLEA Evaluation Chair prior to evaluation of unit members.

   c. A unit member will be evaluated by their immediate supervisor.

B. DEFINITION OF TERMS:

1. INEFFECTIVE

   Teacher consistently fails to demonstrate minimum competency. The teacher is not effectively meeting the needs of his or her students. The teacher requires immediate assistance through ongoing intensive support.

2. DEVELOPING

   Teacher demonstrates competency in some of the teaching standards but needs improvement in others. The teacher attempts to meet the needs of the whole group. The developing teacher is in the process of refining his or her skills and abilities. The teacher strives to improve his or her instructional and professional practice. The teacher may

be making progress but performance requires ongoing professional support for necessary growth to occur.

3. SKILLED

Teacher consistently meets expectations for performance and fully demonstrates competencies in most of the teaching standards. The teacher addresses the needs of groups of students. The skilled teacher integrates knowledge, skills and abilities needed for effective classroom instruction. The teacher consistently strives to improve his or her instructional and professional practice. The skilled teacher demonstrates purposefulness, flexibility and consistency.

4. ACCOMPLISHED

Teacher consistently meets expectations for performance and fully demonstrates competency in most or all of the teaching standards. The teacher addresses the needs of individual students. The accomplished teacher uses a strong foundation of knowledge, skills and abilities to innovate and enhance their classroom, building and potentially the profession. The teacher strives to improve his or her instructional and professional practice and contributes to the school, building or district through the development and support of colleagues. The accomplished teacher is a leader who empowers and influences others.

C. **PROCEDURE**

1. Unit members eligible for a continuing contract must make a written request to the Superintendent by September 15.

2. The sequence of contracts will be: one (1) year, one (1) year, one (1) year, three (3) year, and five (5)-year.

   a. Unit members who are on a 3 year, 5 year, or continuing contract and who received a summative rating of accomplished on the teacher's most recent evaluation conducted under this section will be evaluated once every three years as long as the teacher demonstrates growth on their professional growth plan. Per ORC 3319.111, so long as the teacher submits a self-directed professional growth plan to the evaluator that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the teacher is making progress on the plan. In any year in which the unit member is not formally evaluated, the unit member will have at least one informal observation and conference with their evaluator. In that case, the evaluation shall be completed by April 15th of the applicable school year, and the unit member shall receive a written report of the results of the evaluation by April 30th of that school year. Any unit member on a

limited contract will be evaluated in the year that his/her contract expires regardless of the previous year's rating.

b. Unit members who are on a 3 year, 5 year, or continuing contract and who received a summative rating of skilled on the teacher's most recent evaluation conducted under this section will be evaluated once every two years as long as the teacher demonstrates growth on their professional growth plan. Per ORC 3319.111, so long as the teacher and evaluator jointly develop a professional growth plan to the evaluator that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the unit member is making progress on the plan. In any year in which the unit member is not formally evaluated, the unit member will have at least one informal observation and conference with their evaluator. The evaluation shall be completed by April 15th of the applicable school year, and the unit member shall receive a written report of the results of the evaluation by April 30th of that school year. Any unit member on a limited contract will be evaluated in the year that his/her contract expires regardless of the previous year's rating.

3. When the evaluation sequence is interrupted (by the unit member) and cannot continue to meet the appropriate deadlines, the unit member will receive a one-year contract. The following year the unit member will be evaluated for the contract they were eligible for before the process was interrupted.

4. Group and/or individual orientations will be completed by September 30. Upon completion of the orientation, observations may begin after September 1 for unit members who have been employed by the District for more than one (1) year. Observations for unit members new to the district will begin after September 30.

5. Unit members shall be evaluated holistically using the Ohio Evaluation System rubric.

6. An evaluation cycle will include at least one (1) formal observation and at least one (1) informal evaluation. The first evaluation cycle will be completed by December 31st.

7. A Professional Growth Plan will be completed after the first formal evaluation for unit members who are being fully evaluated. A Professional Growth plan will be developed no later than the second Friday in December for unit members who are not being fully evaluated.

8. No unit member shall be required to complete a self-assessment (i.e., OhioES Self-Assessment Form). If the unit member would choose to do so, it would be for their personal information only and not reflected in their evaluation nor used as data in a TBT.

9. All unit member observations must be completed by May 1. All observation documentation and the final evaluation and conference will be completed by May 10.

10. The summative evaluation of a unit member shall be based upon Ohio Evaluation System 2.0 since the previous evaluation cycle, relevant to the district-adopted unit member evaluation rubric only assessed during the informal and formal observations. The evaluation shall acknowledge the performance strengths of the unit member evaluated as well as performance deficiencies, if any. The summative evaluation should not be the first time deficiencies are noted. The evaluator shall note all holistic data used to support the conclusions reached in the summative evaluation report. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the unit member to verify notification to the unit member that the evaluation will be placed on file, but the unit member's signature should not be construed as evidence that the unit member agrees with the contents of the evaluation report.

11. All unit members who decide to retire will not need to fulfill the entire evaluation sequence providing that all of the following criteria are met:

    a. The unit member has submitted his/her official letter of resignation.

    b. The Board has acted upon the resignation by December 1st.

    c. The unit member is currently not under a notice of deficiencies.

12. Contract action by the Board will take place at the regular May Board meeting, but no later than May 15th.

13. The due process procedures of appeal for the non-renewal of a first year unit members are stated in ORC 3319.11. For all other unit members, non-renewal is in Article 7.

D. **OBSERVATIONS**

1. A minimum of two (2) formal observations per year shall be conducted to support each performance assessment. A formal observation shall last a minimum of thirty (30) consecutive minutes with a maximum of forty-five (45) minutes. There shall be at least three (3) weeks between formal observations, unless otherwise mutually agreed upon by the administrator and evaluatee. If after the first evaluation cycle a unit member's performance is found deficient to the extent that adverse personnel action may result, two (2) additional formal observations will be conducted.

2. Unit members shall not be evaluated, either formally or informally, on a day before or after the following: the administration of standardized testing; a holiday or any break from scheduled school days (excluding weekends); or any approved leave of absence of three (3) or more days unless mutually agreed upon.

3. Formal Observations

   a. The first semester evaluation will be a holistic evaluation with the second semester formal evaluation being a focused observation.

   b. A pre-conference shall be held no less than 24 hours before each formal observation between the evaluator and the unit member in order for the teacher to explain plans, objectives, and high quality study data for the work situation to be observed.

   c. The evaluator will provide the unit member with a copy of their rubric, including all scripted and/or anecdotal documents relative to the formal observation, within three (3) school days from the observation. Unit members will have at least three (3) days after they have received their rubric to prepare for their post conference. A post-observation conference shall be held after each formal observation and will occur no later than ten (10) school days after the observation.

   d. A unit member or evaluator may request a formal holistic or focused observation at any time in addition to those required by this procedure.

4. Informal Observations

   a. All informal observations shall be preceded by a discussion between the evaluator and the unit member in order to mutually identify the focus of the informal observation. The areas of focus shall be one of the following: focus on learning, knowledge of students, lesson delivery, classroom environment, assessment of student learning, and professional development. The informal observation shall be at least 10 consecutive minutes but no more than 15 consecutive minutes in duration.

   b. A debriefing shall occur within three (3) school days, unless otherwise mutually agreed upon by the unit member and administrator, to discuss observations relative to the agreed upon focus. If unable to mutually agree, the GMLEA President or President Designee and Executive Director of Human Resources or his/her designee will review the request. A copy of the informal observation form including all scripted and/or anecdotal documents relative to the informal observation will be given to the unit member at that time.

   c. A minimum of one (1) informal evaluation shall be included in each evaluation cycle. Information gathered during these evaluations will be used to gather additional data to support the formal evaluation. There may be no more than 3 informal evaluations per cycle.

   d. A unit member or evaluator may request an informal observation at any time in addition to those required by this procedure.

5. Traveling Unit Members

   a. Unit members who are evaluated under OhioES and who travel between two buildings will be observed by building administrators in each building the unit member serves. There shall be at least one (1) formal observation and conference and at least one (1) informal observation and conference. Each building's administrator will observe the traveling unit member at least once during the evaluation cycle. Building administrators from both buildings will attend the summative conference. If a unit member spends at least seventy-five (75) percent of their time in one building, they will be evaluated by their home school administrator.

   b. Unit members who are not evaluated under OhioES will be evaluated by his/her principal or direct supervisor.

6. The evaluator or unit member being evaluated has the right to submit a written request to have an observation by an alternate credentialed evaluator. All written requests to the Executive Director of Human Resources will be granted. In the event an alternate evaluator is requested, the Executive Director of Human Resources will choose the alternate and the building principal may attend observations as an observer and has the right to attend the evaluation conferences. The unit member being evaluated has the right to attach a written response to the observation and evaluation forms.

7. Before the evaluation cycle is final, and no later than May 10, a final summative rating shall be entered into OhioES by the building administrator. The unit member will be required to PIN the information entered into OhioES by their building administration to verify its accuracy. If the unit member believes the information entered into OhioES is incorrect, they will have 3 days to report it their building administration as well the GMLEA president. The evaluating administrator will sit down with the unit member within two (2) days to look over the information.

E. HIGH QUALITY STUDENT DATA (HQSD)

1. Each evaluation shall contain two (2) measures of high quality student data (HQSD). When applicable to the grade level or subject area taught by the teacher being evaluated, HQSD shall include the value-added progress dimension as one (1) source of HQSD. Unit members will use HQSD to help inform their instruction.

2. High Quality Student Data (HQSD) is data that is:

   a. aligned to learning standards

   b. measures what is intended to be measured

   c. be attributable to a specific teacher for course(s) and grade level(s) taught

d. demonstrate evidence of student learning (achievement and/or growth)

e. follow protocols for administration and scoring

f. provide trustworthy results

g. not offend or be driven by bias

3. HQSD instruments will be reviewed and approved at the district-level for instruments that are purchased at the district level for use across the district. HQSD may be, but not limited to:

   a. district universal screener and progress monitoring tool assessments;

   b. State approved assessment results including the item analysis;

   c. Edulastic Assessment created from the vetted item bank;

   d. data from district purchased instructional materials and curriculum materials.

      1) Includes but not limited to Lexia, NSGRA, Imagine Learning, Sonday, SECI, Quaver, ALEKS, Courseware, district approved textbook assessments (i.e., Eureka, Math Reveal, Interactive Science, etc.)

4. Unit member created assessment(s) must be vetted and approved by a building administrator using the High-Quality Student Data Verification Form. Unit members will submit their verification form(s) (electronically or hard copy) and their self-created assessment(s) to a building administrator no later than the second Friday of September. The administrator will approve or not approve the request by the following Friday. If not approved, the unit member will have one week (1) to make any changes and resubmit to their administrator. If the unit member believes the submitted assessment is a form of HQSD, they may submit their assessment(s) and verification form to the superintendent's designee and GMLEA President or designee for a final decision. If the administrator fails to return the verification form to the unit member within 5 days of submission, the assessment(s) will be considered an approved form of HQSD.

High Quality Student Data Verification Form

Teacher Name: _____

Content Area(s): _____ Grade Level(s): _____

Evaluator Name: _____

A copy of the bargaining unit member created assessment must be attached to this form for submission. One (1) assessment per verification form.

List sources of High Quality Student Data used to inform instruction. Value-added data must be used as one source, if available.

1. _____

2. _____

The High Quality Student Data instrument must meet the following criteria:

a. aligned to learning standards;
b. measures what is intended to be measured;
c. be attributable to a specific teacher for course(s) and grade level(s) taught;
d. demonstrate evidence of student learning (achievement and/or growth);
e. follow protocols for administration and scoring;
f. provide trustworthy results;
g. not offend or be driven by bias

Bargaining unit members will use HQSD to help inform their instruction.

Teacher Signature: _____ Date: _____

To be completed by evaluator

___ Approved **___ Not approved**

Comments:

Evaluator Signature: **Date:**

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

1. The GMLEA President will appoint bargaining unit members to the Assessment Committee to review the proposed use of a vendor assessment prior to submission to the Board. The number of bargaining unit members will be no less than the number of district appointed representatives. The committee may ask for the vendor to make a presentation to the committee and/or time and resources to pilot proposed vendor assessments.

2. All new vendor assessments shall not be used for more than three (3) years without being reviewed by the Evaluation Committee for continued use as a measure of HQSD.

G. HQSD shall be used as evidence in any component of the teacher's evaluation related to the following:

1. Knowledge of the students to whom the teacher provides instruction;

2. The teacher's use of differentiated instruction practices;

3. Assessment of student learning;

4. The use of assessment data;

5. Professional responsibility and growth.

H. Student performance results shall not be a determining factor for a domain score.

I. HQSD shall not be aggregated to provide "shared attribution" among teachers in a district, building, grade, content area, or other group.

J. **PROFESSIONAL GROWTH PLAN**

All bargaining unit members will develop a professional growth plan unless they are rated ineffective.

1. Professional growth plans shall be developed as follows:

a. All bargaining unit members who are rated as Accomplished shall develop a self-directed plan for continuing professional growth. All bargaining unit members who are rated as Skilled shall jointly develop a plan with their evaluator for continuing professional growth. All bargaining unit members who are rated as

Developing shall develop an evaluator-guided plan for continuing professional growth.

2. Bargaining unit members whose evaluation rating is Ineffective shall develop a professional improvement plan written collaboratively with their assigned evaluator, Director of Human Resources and the GMLEA President/designee.

K. IMPROVEMENT PLAN

The purpose of an improvement plan is to help the person being evaluated to reach the goals that are needed to continue employment in the Groveport Madison Local School District. A written program to overcome deficiencies will be collaboratively written with the Administration, the person being evaluated and the GMLEA President/designee with sufficient time to implement the plan. An improvement plan shall be developed within seven (7) school days of the post conference in which the deficiencies were documented.

1. An improvement plan will be given:

   a. when a rating of Ineffective is documented during a formal observation

   b. teacher whose high quality student data dimension/dimensions of the evaluation is below expected level of student growth for three (3) consecutive years

   c. an overall rating of "Ineffective" is documented.

2. An improvement plan shall include:

   a. Performance issues documented as deficient;

   b. Specific performance expectations;

   c. The allocation of financial and other resources and assistance to be provided by the District to support professional development of the teacher;

   d. Sufficient, specific timelines, not less than six (6) weeks, as to allow for the improvement of identified deficiencies;

   e. The provision for a trained teacher mentor/coach as appropriate. The transition coach will be provided release time to allow for meetings/observations with the teacher under an improvement plan.

4. If an improvement plan is developed prior to March 1, those identified deficiencies shall be reevaluated as part of the performance assessment process for the remainder of the school year. A remediation plan for deficiencies that are successfully remediated during the remainder of the school plan shall be deemed completed.

5. If an improvement plan is developed after March 1, the plan shall be continued into the next school year.

6. All bargaining unit members who decide to retire will not need to fulfill the entire evaluation sequence providing that all of the following criteria are met:

    a. The bargaining unit member has submitted his/her official letter of resignation.

    b. The Board has acted upon the resignation by December 1st.

    c. The bargaining unit member is currently not under a notice of deficiencies.

7. Contract action by the Board will take place at the regular May Board meeting, but no later than May 15th.

8. The due process procedures of appeal for the non-renewal of a first-year bargaining unit member are stated in Ohio Revised Code 3319.11. For all other unit members, non-renewal is in Article 7.

L. DUE PROCESS

1. If the evaluation process is compromised or any timeline or condition established in this agreement is violated, the bargaining unit member will receive the previous year's observation rating and shall automatically require re-employment of the teacher under a continuing contract, if eligible, or an appropriate limited contract if the teacher is not eligible for a continuing contract.

2. Any violation of either procedural or substantive due process, the bargaining unit member will receive the previous year's observation rating and shall automatically require re-employment of the bargaining unit member under a continuing contract, if eligible, or an appropriate limited contract if the unit member is not eligible for a continuing contract.

3. If a bargaining unit member's evaluation is not properly completed by April 30, the bargaining unit member will receive the previous year's observation rating and shall automatically require re-employment.

4. Teacher of Record

    a. Each bargaining unit member shall have the opportunity to review the students for whom they are identified as teacher of record and the attendance of students. If the unit member believes either the teacher of record designation or the underlying student information is inaccurate, s/he shall notify the Superintendent or his/her designee in writing no later than April 30th.

b. If inaccurate HQSD has been reported, the Administration shall remedy the error by reporting the correct information. If the Administration is unable to report the correct information, HQSD shall not be used against them in any type of job action.

5. If a bargaining unit member believes the evaluator has violated the procedure or that the evaluator's judgment or conclusion is arbitrary, capricious or unreasonable, the teacher must file a written grievance within ten (10) calendar days of the receipt of the signed and final version of a written evaluation for the particular school year or part of a school year. The Superintendent and/or designee(s) shall meet within ten (10) days of a written evaluation grievance with the GMLEA president, GMLEA President Designee, and/or OEA consultant and discuss the grievance(s) to attempt to understand and resolve the grievance(s). Within ten (10) days of such meeting if the matter remains unresolved GMLEA may appeal directly to arbitration.

M. PERSONNEL ACTION REQUIREMENTS

1. All decisions concerning the retention, promotion, removal, reduction or recall of any bargaining unit member shall continue to be governed by the terms set forth in this agreement.

2. The Superintendent or designee shall annually file a report to the Department of Education including only the following information: the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating (accomplished, skilled, developing or ineffective). All other information and documents obtained through the evaluation process shall be kept in district personnel files. (ORC 3319.111 G)

3. The GMLEA president will be notified within two (2) business days of any public records request to view or copy personnel files including evaluation information and the name of the requesting party.

4. The evaluation procedure and subsequent results shall not be used for any decision concerning the assignment, re-assignment, or transfer of any bargaining unit member.

N. FORM USE

Formal and/or Informal evaluation forms can be used through electronic documents or the district's walkthrough application.

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,*	**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 and progress monitoring.

lesson plans, student surveys, common assessments	**Evidence**				
	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				

	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				
KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)	**Planning instruction for the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language	The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills,

Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys				proficiency and interests.	language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.
	Evidence				

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 and Communication)	**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 knowledge	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 using limited content-specific,	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 knowledge by using content-specific, developmentally appropriate language and content-specific	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 communication techniques. The teacher consistently demonstrates content knowledge by using content-specific,

Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review		by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement. The teacher does not give students feedback.	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.	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.	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 feedback to each other and reflect on their own strengths and challenges.
	Evidence				

LESSON DELIVERY *(continued)*	**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				
	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. 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.	Learning is primarily teacher directed. Students participate in whole class learning activities. 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.	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. Teacher gives opportunities for student choice about-student	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 independent, collaborative and whole class learning opportunities to maximize student learning.

				learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.	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				

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CLASSROOM ENVIRONME-NT (Standard 1: Students, Standard 5: Learning Environment)	**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	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective,	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume	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

Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys		and frequent off-task behavior.	resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	appropriate levels of responsibility for effective operation of the classroom.	and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Evidence				
	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	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 anticipates and effectively addresses	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 and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses

			but does not address them effectively.	needs related to student sense of well-being.	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				
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 modify instruction to meet student needs. The teacher does not share evidence of student learning with students.	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs. The teacher shares evidence of student learning with students.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.	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 meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate

classroom walk-throughs/informal observations, assessments, student portfolios, post-conference				The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	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				
	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 achievement for most students.
	Evidence				

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITI-ES (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, artifacts, self-assessment, peer review*	**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				
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and 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.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.

	Evidence				
	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				
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, 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				

Holistic Rating (to be completed after second evaluation cycle) ☐ Accomplished ☐Skilled ☐Developing ☐Ineffective

Evaluator's Signature_____ Date_____

Teacher's Signature_____ Date_____
*Signature does not indicate agreement with the ratings, only that the teacher received the rubric.

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 (Accomplished) ☐Jointly Developed (Skilled) ☐Evaluator (Developing) Guided _____

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 Master Contract have been followed.

INFORMAL OBSERVATION

Teacher: _____ Evaluator: _____

Position/Subject: _____ Building: _____

Date: _____ Focus Area: _____

Observation Time: _____ to _____ (10-15 consecutive minutes)

Times	Observations

Evaluator Summary Comments:

Evaluator Signature _____ Date _____

Teacher Signature _____ Date _____
Copy to be given to teacher

Pre-Conference

Please fill out this form and bring it with you to your pre-conference along with a copy of your lesson plan.

1. Focus for Learning
   a. Use of High- Quality Student Data
   b. Connections to Prior and Future Learning
   c. Connections to State Standards and District Priorities

2. Knowledge of Students
   a. Planning Instruction for the Whole Child

3. Lesson Delivery
   a. Communication with Students
   b. Monitoring Student Understanding
   c. Student Centered Learning

4. Classroom Environment
   a. Classroom Routines and Procedures
   b. Classroom Climate and Cultural Competency

11. Assessment of Student Learning
   a. Use of Assessments
   b. Evidence of Student Learning

6. Professional Responsibilities
   a. Communication and Collaboration with Families
   b. Communication and Collaboration with Colleagues
   c. District Policies and Professional Responsibilities
   d. Professional Learning

Evaluator's Signature Date

Teacher's Signature Date

Post Conference

Please fill out this form and bring it with you to your post-conference.

1. Reflecting on teaching.

Evaluator's Signature Date Teacher's Signature Date

NON-OTES EVALUATION SPECIFIC PROCEDURES

A. <u>PROCEDURE</u>

1. Unit members who are up for contract will have an evaluation cycle that will consist of one (1) thirty (30) minute discussion/conversation each semester. There will also be one (1) evaluation summative conference which may occur at the same time as the second discussion/conversation.

2. Unit members who are not up for contract will have only one (1) evaluation cycle that consists of one (1) thirty (30) minute discussion/conversation. The evaluation shall be completed by April 15th of the applicable school year, and the unit member shall receive a written report of the results of the evaluation by April 30th of that school year.

B. It is the responsibility of the evaluate to collect the data and artifacts to be discussed during the thirty (30) minute discussions/conversations. The evaluator will also collect data for the discussion, whenever possible.

TEACHER ON SPECIAL ASSIGNMENT EVALUATION FORM

Evaluatee_____ Date_____

Evaluator_____ Date_____

30 minute discussion/conversation

Appraisal Scale:

Accomplished (A) = a leader and model in the classroom, school, and district, exceeding expectations for performance. Consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.

Skilled (S) = consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced.

Developing (D) = appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Ineffective (I) = consistently fails to demonstrate minimum competency. There is little or no improvement over time.

1. Curriculum Support

____ Evidence of teaching and instruction methods
____ Skill in writing student outcomes
____ Ability to align curriculum
____ Skill in researching and evaluating curriculum standards
____ Skill in developing curriculum
____ Coordinates the development of curriculum for the area(s): monitors the implementation and evaluation of the curriculum within the area(s)
____ Acts as a resource person to district administrators and teachers on issues in the curriculum area
____ Promotes innovation within the curriculum area
____ Works with curriculum committees to ensure successful completion of all phases of the curriculum cycle
____ Provides oversight of special projects as they relate to curriculum and instruction

2. Assessment Support

____ Evidence of needs assessment and research methods
____ Evidence of student learning outcomes
____ Evidence of student growth measures
____ Knowledge of formative and summative assessment

____Ability to read, analyze and interpret academic standards and assessment data

3. Professional Development

____ Ability to deliver effective professional development to administrative and teaching staff
____ Ability to instruct staff on the scaffolding of instruction
____ Ability to communicate technical information in a clear and understandable manner
____ Ability to define problems, collect data, and establish facts and draw valid conclusions
____ Assists with curriculum budgets for curriculum development and evaluation, textbook purchases and staff training

4. Professional Responsibilities

____ Communicates effectively with colleagues
____ Collaborates with colleagues to improve personal and team practices
____ Meets ethical and professional responsibilities and understand their implications in the school

_____ _____
Administrator's Signature Date

_____ _____
Teacher's Signature Date

_____
Contract Recommendation (if applicable; only to be completed after second evaluation)

TEACHER ON SPECIAL ASSIGNMENT EVALUATION FORM

(To be filled out by Evaluator)

1. Curriculum Support

2. Assessment Support

3. Professional Development

4. Professional Responsibilities

TEACHER ON SPECIAL ASSIGNMENT EVALUATION FORM

(To be filled out by Evaluatee)

1. Curriculum Support

2. Assessment Support

3. Professional Development

4. Professional Responsibilities

School Counselor Evaluation

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 ofa comprehensive school counseling program, reflectson 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 strategieswhen 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 beingdesigned.	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 toimplement 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 lacksknowledge 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 experiencesto 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 doesnot 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, careerand education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiencesto 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 doesnot 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/orexperiences that promote students' social/emotional	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.	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, careerand social-emotional development.	The school counselor provides relevant informationupon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant informationon 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 doesnot 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 doesnot 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, and 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 improvements 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 doesnot 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 doesnot 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 schoolenvironment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resultingin 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 ofdiverse 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 notadvocate 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 enhanceor impede development and collaborates with stakeholders toadvocate for programs, policies and practices that ensure equity of opportunity for all students.

	The school counselor doesnot promote the program or the role of the school counselor in achieving the school's mission and student success	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achievingthe school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the roleof the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.
Evidence				

Standard Six: Professional Responsibility, Knowledge and Growth- School counselors adhere to 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 andlocal codes and policies.	The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards forschool 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 andpolicies. 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 professionallearning.	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 inthoughtful and ongoing self-reflection of practice; consistentlyreviews 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 norbelong to organizations atthe 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				

Metrics of Student Outcomes- School counselor demonstrates 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				

Evaluator's Signature_____ Date_____

Evaluatee's Signature_____ Date_____

*Signature does not indicate agreement with the ratings, only that the unit member received the rubric.

Groveport Madison Local/Ohio Teacher Evaluation System

Occupational/Physical/Speech Therapist & Adaptive Physical Education

The ***Occupational/Physical/Speech Therapist and Adaptive Physical Education rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the occupational/physical/speech therapist.

PLANNING AND PREPARATION		Ineffective	Developing	Skilled	Accomplished
	Standard 1: Planning and Preparation **Knowledge and Skill/Establishing Goals/Knowledge of Policies/Resources/ Planning/ Developing a Plan**	Specialist demonstrates little or no knowledge and skill in their area. Specialist has no clear goals for their specialty area or they are inappropriate to either the situation or the age of the students. Specialist demonstrates little or no knowledge of laws and procedures that impact their job duties. Specialist demonstrates little or no knowledge of resources for students available through the school or district. Specialist has no plan to re-evaluate the plan.	Specialist demonstrates basic knowledge and skill in their area. Specialist's goals for their program are rudimentary and are partially suitable to the situation and to the age of the students. Specialist demonstrates basic knowledge of laws and procedures that impact their job duties. Specialist demonstrates basic knowledge of resources for students available through the school or district. Specialist re-evaluates the plan annually,	Specialist demonstrates through knowledge and skill in their area. Specialist's goals for their program are clear and appropriate to the situation in the school and to the age of the students. Specialist demonstrates through knowledge of the laws and procedures that impact their job duties. Specialist demonstrates through knowledge of resources for students available through the school or district and some familiarity with resources outside the district. Specialist re-evaluates the plan annually around clear	Specialist demonstrates extensive knowledge and skill in their area. Specialist's goals for their program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. Specialist's knowledge of laws and procedures is extensive.

			loosely around student goals with minimal evidence to indicate the degree to which the goals have been met.	goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist demonstrates extensive knowledge of the resources for students available through the school or district and in the larger community. Specialist re-evaluates the plan annually using highly sophisticated sources of evidence and a clear path toward improving the program.
Evidence					

ENVIRONMENT	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
Standard 2: Environment **Rapport/ Organizing Time/ Procedures/ Standards of Conduct/**	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable with the specialist. Specialists exercises poor judgment in	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. Specialist's time-management skills are	Specialist's interactions with students are positive and respectful; students appear comfortable. Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. Specialist demonstrates

	Organization of Physical Space	setting priorities, resulting in confusion, missed deadlines and conflicting schedules. No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	moderately well developed; essential activities are carried out, but not always in the most efficient manner. Specialist has established procedures for referrals, but the details are not always clear. Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	accomplished in an efficient manner. Procedures for referrals and for meetings and consultations with parents and administrators and follow district policy. Standards of conduct have been established. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	excellent time-management skills, and scheduling skills, accomplishing all tasks in a seamless manner. Procedures for all aspects of referral and testing protocols follow district policy and have been developed in consultation with teachers and administrators. Standards of conduct have been established for the working area. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

	Evidence	

DELIVERY OF SERVICES		**Ineffective**	**Developing**	**Skilled**	**Accomplished**
	Standard 3: Delivery of Services **Referrals/ Developing and Implementing Plans/ Communication/ Reports/ Flexibility**	Specialist fails to respond to referrals or fails to complete the assessment of students. Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments. Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. Specialist neglects to collect important information on which to base treatment plans;	Specialist responds to referrals when pressed and completes assessments of student needs. Specialist's plans for students are partially aligned with identified needs. Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. Specialist collects most of the important information on which	Specialist responds to referrals and completes assessment of student needs. Specialist's plans for students are aligned with identified needs. Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions. Specialist collects all the important information on which to base treatment plans; reports are complete and professional. Specialist makes revisions in the treatment program when they are needed.	Specialist is proactive in responding to referrals and completes assessments for student needs. Specialist develops plans for students, finding ways to creatively meet student needs (i.e., equipment modification, classroom modifications, sensory diets, positioning schedule, etc.) Specialist secures necessary permissions and

		reports are incomplete or not professional. Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	to base treatment plans; reports are complete but lacking in clarity and not always professional. Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.		communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are complete, clearly written, and professional. Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent and teacher input.

	Evidence	

PROFESSIONAL RESPONSIBILITIES		**Ineffective**	**Developing**	**Skilled**	**Accomplished**
	Standard 4: Professional Responsibilities **Reflection/ Collaboration/ Data-Management System/ Professionalism/ Professional Development**	Specialist does not reflect on practice or the reflections are inaccurate or self-serving. Specialist is not available to staff for questions and planning and declines to provide background materials when requested. Specialist's data-management system is either non-existent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. Specialist does not participate in	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. Specialist is available to staff for questions and planning and provides background material when requested. Specialist has developed a rudimentary data-management system for monitoring student progress and	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. Specialist initiates contact with teachers and administrators to confer regarding individual cases. Specialists have developed and effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

		professional development activities, even when such activities are clearly needed for the development of skills. Specialist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality.	occasionally uses it to adjust treatment when needed. Specialist's participation in professional development activities is limited to those that are convenient or are required. Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist seeks out opportunities for professional development based on an individual assessment of need. Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession throughout such activities as offering workshops to colleagues. Specialist can be counted on to hold the highest standards of

					honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Evidence				

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____

*Signature does not indicate agreement with the ratings, only that the unit member received the rubric.

NURSE EVALUATION FORM

Evaluatee_____ Date_____

Evaluator_____ Date_____

30 minute discussion/conversation

Appraisal Scale:

Accomplished (A) = a leader and model in the classroom, school, and district, exceeding expectations for performance. Consistently strives to improve his or her instructional and professional practice and contributes to the school or district through the development and mentoring of colleagues.

Skilled (S) = consistently meets expectations for performance and fully demonstrates most or all competencies. This rating is the rigorous, expected performance level for most experienced.

Developing (D) = appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.

Ineffective (I) = consistently fails to demonstrate minimum competency. There is little or no improvement over time.

1. Student Services

_____ Reviews plans for student concerns and follows through accordingly
_____ Maintains health records on all students
_____ Supports teachers with student medical needs for field trips or performances
_____ Supervises/assists/administers student medication
_____ Ensures safety of students
_____ Monitors students with infectious/contagious diseases
_____ Provides tips and suggestions to help with issues (i.e., lice, bed bugs, etc.)
_____ Maintains a safe and clean work area in the clinic
_____ Effectively performs emergency first aide to staff and students

2. Parent Services

_____ Participates in meetings and acts as liaison between parents, staff, and community
_____ Helps to provide information for letters to parents (i.e., prevention of lice, bed bugs, pink eye, etc.)
_____ Acts as resource person for parents
_____ Uses effective communication strategies with parents
_____ Contacts parents when needed regarding concerns to student health

3. Record Keeping

_____ Prepared and submits state annual health reports and other required reports
_____ Conducts and/or delegates vision and hearing screening programs
_____ Documents nursing processes in a responsible, accountable, and ethical manner
_____ Maintain hearing and vision screening records

4. Staff Services

_____ Consults with staff to detect student health needs
_____ Informs staff on specific health concerns to aid in educational planning

5. Professional Responsibilities

_____ Creates an environment of respect and rapport
_____ Collaborates with colleagues to improve personal and teach practices
_____ Meets ethical and professional responsibilities and understands their implications in the school
_____ Grows and develops professionally
_____ Maintains confidentiality in regards to HIPPA and FERPA
_____ Demonstrates professionalism

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____
*Signature does not indicate agreement with the ratings, only that the unit member received the rubric.

Groveport Madison Local/School Psychologist Evaluation System

School Psychologist Evaluation Rubric

The ***School Psychologist Evaluation Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the school psychologist.

Professional Practices of School Psychologist for Domain 1: Planning and Preparation				
Component	**Level of Performance**			
	Ineffective	**Developing**	**Skilled**	**Accomplished**
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students	School psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	School psychologist uses a limited number of psychological instruments to evaluate students.	School psychologist is skilled in 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	School psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development and psychopathology	School psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	School psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	School psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	School psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the	School psychologist has no clear evaluation planning process, or they are inappropriate to either the situation or	School psychologist's goals for the evaluation planning process are rudimentary and are partially suitable to the	School psychologist's goals for the evaluation planning process are clear and appropriate to the situation in the school and to the age	School psychologist's goals for the evaluation planning process are highly appropriate to the situation in the school and to the age of the students and have been

students served	the age of the students.	situation and the age of the students.	of the students.	developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school district	School psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district	School psychologist displays little awareness of governmental regulations and of resources for students available through the school or district, but no knowledge or resources available more broadly.	School psychologist displays awareness of few governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	School psychologist's displays knowledge of many governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. *Taken from district rubric.*	School psychologist lacks knowledge about school-wide assessment and data-based decision making practices, lacks knowledge about the collection and use of school-wide data, and/or fails to take advantage of opportunities to engage in school-wide assessment practices.	School psychologist is responsive to opportunities to contribute to school-wide assessment practices but demonstrates limited knowledge of data analysis. Is involved in continued professional growth and learning regarding school-wide assessment practices.	School psychologist is responsive to opportunities to contribute to school-wide assessment practices and demonstrates adequate knowledge of data analysis. Example activities include: Collects or assists with collection of student data to inform core curriculum and instruction practices, supports use of assessments for universal screening, summarizes or interprets universal screening and/or benchmarking data, applies data to intervention and/or instructional practices.	School psychologist is responsive to opportunities to contribute to school-wide assessment practices and demonstrates adequate knowledge of data analysis. Serves as a member of school building level teams (intervention team, etc.)

Evidence:

Professional Practices of School Psychologist for Domain 2: The Environment				
Component	**Level of Performance**			
	Ineffective	**Developing**	**Skilled**	**Accomplished**
2a: Establishing rapport with students	School psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	School psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	School psychologist's interactions are a mix of positive and respectful; students appear comfortable in the testing center.	Students seek out the school psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing and maintaining clear procedures for referrals in collaboration with building administrator	School psychologist does not collaborate with building administrator to establish/implement a referral process.	School psychologist has attempted to collaborate with building administrator but their contributions are not always clear.	Building procedures for referrals have been established in collaboration with administration and the process is clear to all staff and parents.	Building procedures for all aspects of referral, interventions, and evaluations are clear to everyone and have been developed in collaboration with administrators.
2c: Establishing standards of conduct during test administration.	School psychologist fails to cite a plan to address negative student behavior during an evaluation.	School psychologist attempts to cite a plan to successfully address negative student behaviors during an evaluation	School psychologist cites a specific plan on how they successfully address negative student behavior during an evaluation in a	School psychologist cites a specific example of their monitoring of students in a subtle and proactive manner and how students engage in

		process.	respectful and appropriate manner.	self-monitoring of behavior.
Evidence:				

Professional Practices of School Psychologist for Domain 3: Delivery of Service				
Component	**Level of Performance**			
	Ineffective	**Developing**	**Skilled**	**Accomplished**
3a: Responding to referrals; consulting with teachers and administrators	School psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	School psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	School psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	School psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) and Ohio Department of Education (ODE) guidelines	School psychologist resists administering evaluations without justification, selects instruments inappropriate to the situation, or does not follow established procedures and timelines.	School psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established procedures and timeline.	School psychologist administers appropriate evaluation instruments to students and ensures that all procedures and timeline are faithfully adhered to.	School psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedures

				and timelines.
3c: Chairing evaluation teams	School psychologist declines to assume leadership of the evaluation team.	School psychologist assumes leadership of the evaluation team when directed to do so.	School psychologist assumes leadership of the evaluation team as a standard expectation and providing information to be included in an IEP in a timely manner.	School psychologist assumes leadership of the evaluation team, takes initiative in assembling materials for meetings and ensuring all required members are invited and present.
3d: Planning interventions to maximize student's likelihood of success	School psychologist's implications for instruction are not suitable to students, or interventions are mismatched with the findings of the assessments.	School psychologist's implications for instruction are partially suitable for them or are sporadically aligned with identified needs.	School psychologist's implications for instruction for students are suitable for them and are aligned with identified needs.	School psychologist develops comprehensive implications for instruction for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Maintaining contact with physicians and community mental health service providers	School psychologist declines to maintain contact with physicians and community mental health service providers when appropriate.	School psychologist makes occasional contact with physicians and community mental health service providers when appropriate.	School psychologist makes ongoing contact with physicians and community mental health service providers when appropriate.	School psychologist maintains ongoing contact with physicians and community mental health service providers and collaborates with team members to understand the implications of medical information.
Evidence:				

Professional Practices of School Psychologist for Domain 4: Professional Responsibilities				
Component	**Level of Performance**			
	Ineffective	**Developing**	**Skilled**	**Accomplished**
4a: Reflecting on Practice	School psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	School psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	School psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how practices might be improved.	School psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families	School psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	School psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	School psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	School psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	School psychologist's records are in disarray, they may be missing, illegible, or stored in an insecure location.	School psychologist's records are accurate and legible and are stored in a secure location.	School psychologist's records are accurate and legible, well organized, and stored in a secure location.	School psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to parents, team members, as well as

				qualified professionals.
4d: Participating in a professional community	School psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects	School psychologist's relationships with colleagues are cordial and psychologist participates in school and district events and projects when specifically requested.	School psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	School psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	School psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	School psychologist's participation in professional development activities is limited to those that are convenient or are required.	School psychologist seeks out and participates in opportunities for professional development based on an individual assessment of need.	School psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	School psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	School psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	School psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	School psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence:				

Evaluator's Signature _____ Date _____

Evaluatee's Signature _____ Date _____
*Signature does not indicate agreement with the ratings, only that the unit member received the rubric.

Behavioral Therapist, Non-Inclusion ED Teacher, Transition Coach Evaluation Rubric

The ***Evaluation Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of the two evaluation cycles.

		Ineffective	Developing	Skilled	Accomplished
	Contributes to data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains	Teacher lacks knowledge about data-based problem solving practices. Teacher lacks knowledge about the collection and use of progress monitoring data.	Teacher is responsive to opportunities to contribute to progress monitoring and data-based decision-making regarding intervention practices but contributions are insufficient to meet expectations of school/role.	Teacher contributes to practices related to progress monitoring or data-based decision regarding intervention practices. Sample activities may include: Teacher supports collection of student data, researches/recommends assessments for progress monitoring, summarizes/interprets progress monitoring data, consults and makes recommendations about the need for services/supports based on student data, contributes to the developing practices in the area of student data collection.	Teacher fulfills the criteria of the skilled level and additionally serves as a member of student level teams (i.e. intervention team, etc.). Teacher conducts evaluation of intervention practices/programs to ensure effectiveness and to guide improvements. Teacher collects or interprets diagnostic data to assist in intervention selection.

	Evidence				

		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Conducts special education evaluations to inform eligibility, service, and programming decisions	Teacher conducts evaluations that are not compliant with requirements and/ or inappropriate for the student being evaluated.	Teacher conducts evaluations that are compliant with minimum requirements but are limited in appropriateness for the student being evaluated and/or limited in providing instructionally relevant information.	Teacher conducts evaluations that are compliant with minimum requirements appropriate to the student being evaluated, and informative for instructional and/or programming purposes.	Teacher fulfills the criteria for skilled level and additionally effectively communicates evaluation findings to evaluation team members through written reports, conferences/ team meetings, and/or other means of communication. Teacher utilizes evaluation findings to inform eligibility, placement, and service decisions.
	Evidence				

		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Completes evaluations in a timely manner	Multiple evaluations completed past the compliance due dates.	Few evaluations completed after compliance due dates without necessary documentation of attempts to comply with deadlines.	With few exceptions, all evaluations completed in a timely manner**.**	All evaluations completed in a timely manner.
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	Utilizes technology as part of practices	Teacher lacks knowledge about the use of programs. Teacher lacks the skills needed to use programs.	Teacher knowledge and skill with programs is insufficient to meet expectations of role/ school.	Teacher utilizes technology to meet expectations of role and responsibilities. Example activities may include using technology to collect assessment data (when appropriate), score data, summarize data, graph data, and/or share data or findings with others.	Teacher fulfills the criteria for skilled level and additionally utilizes technological tools and programs in highly effective ways to meet the needs of the school and/or enhance job performance.
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	Contributes to school-wide curricular and instructional practices for academic, social-emotional,	Teacher lacks knowledge about curriculum and standards for academic, social-emotional, and behavioral domains. Teacher lacks knowledge about instructional strategies and approaches for academic, social-emotional, and behavioral domains.	Teacher is responsive to opportunities to contribute to school-wide curriculum and instruction practices**,** but contributions are insufficient to meet expectations of role / school.	Teacher contributes to school-wide curricular and instructional practices in a manner that is consistent with expectations of the role / school. Example activities may include: Researches and helps select instructional	Teacher fulfills the criteria for skilled level and additionally reflects on and makes suggestions on making practices more effective.

	and behavioral domains			strategies, approaches, or programs; assists in the collection of information about implementation integrity.	
	Evidence				

		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Contributes to intervention practices for academic, social-emotional, and behavioral domains	Teacher lacks knowledge about intervention strategies and practices.	Teacher is responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role.	Teacher contributes to intervention practices in a manner that meets the expectations of the role/school(s). Example activities may include: - Researches and helps select intervention strategies and approaches for school(s); helps develop intervention plans for individual students or small groups of students; applies progress monitoring data to intervention practices and decisions about need for additional services/supports; assists staff in learning and	Teacher fulfills the criteria for skilled level and additionally serves as a member of student level team (e.g., intervention team, etc.). Teacher self reflects on intervention practices and programs to ensure effectiveness and guide continuous improvements.

				implementing new intervention strategies, approaches, or programs; and assists in the collection of information about implementation integrity; contributes to the developing practices in the area of intervention practices.	
	Evidence				

		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Utilizes information about student background and characteristics to inform decisions related to instruction, intervention, and service delivery	Teacher lacks an understanding of the influence of factors such as culture, language, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.	Teacher practices demonstrate limited application of this knowledge to decision making related to instruction and service delivery.	Teacher demonstrates an understanding of and sensitivity to the influence of factors such as culture, language, socioeconomic status, gender, national origin, religion, disability, and health status on student learning and behavior.	Teacher fulfills the criteria for skilled level and additionally provides additional support /resources to students and school in relation to the facts listed in the skilled level.
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	Engages in consultation and collaboration with school staff	Teacher lacks knowledge and skills about effective consultation strategies and practices.	School practices demonstrate limited engagement in consultation and collaboration with school staff.	Teacher effectively engages in consultation and collaboration with school staff. Example activities include: Assists teachers with identifying concerns to target students through intervention supports team/teachers with implementation of interventions through modeling, coaching, providing feedback or training, works with others as part of a team (e.g. intervention team, problem-solving team, committee), and/ or utilizes skills/strategies for facilitating conflict resolution.	Teacher fulfills the criteria for skilled level and additionally applies knowledge to assist students and school.
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	Engages in consultation and collaboration with parents and families	Teacher lacks knowledge about effective consultation strategies and practices.	Teacher practices demonstrate limited engagement in consultation and collaboration with parents and families.	Teacher effectively engages in consultation and collaboration with parents and families. Example activities include: Discusses parent concerns and provides suggestions for strategies to use at home; clearly explains assessment data and intervention strategies; explains school procedures for services such as special education, intervention, etc.; clearly explains evaluation findings and eligibility following special education evaluation; answers questions clearly and comprehensively.	Teacher fulfills the criteria for skilled level and additionally, applies knowledge to assist students and families.
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	Seeks professional growth and learning opportunities to advance own knowledge and skill	Teacher does not respond to feedback from supervisor(s) regarding the need for professional learning.	Teacher does not demonstrate application of knowledge/skill.	Teacher responds well to constructive feedback; utilizes feedback to identify areas for professional growth.	Teacher fulfills the criteria for skilled level and additionally reflects critically on own skills and identifies professional learning needs, shares newly learned knowledge and practices with colleagues and school staff (i.e., staff meetings, professional development, TBTs, grade level meetings, etc.).
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	Advocates for student success	Teacher demonstrates limited commitment to the growth and learning of students. Teacher accepts student failure and lack of growth and doesn't advocate for a change in student placement or services.	Teacher demonstrates a concern about student failure or lack of progress but does not advocate for student needs.	Teacher demonstrates a concern for student learning and outcomes by advocating for a change in student placement or services when needed. Teacher advocates in a respectful and effective manner.	Teacher fulfills the criteria for skilled level and additionally provides support and mentoring to colleagues regarding student advocacy when appropriate.
	Evidence				

		Ineffective	Developing	Skilled	Accomplished
	Respect	Teacher consistently fails to interact with students, parents/families, community members,	Teacher periodically fails to interact with students, parents/families, community members, and	Teacher interacts with students, parents/families, community members,	Teacher demonstrates a high level of respect and awareness of diversity when interacting with students, parents/families,

		and colleagues in a respectful manner.	colleagues in a respectful manner.	and colleagues in a respectful manner.	community members, and colleagues.
	Evidence				

		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Communication	Teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues.	Teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation of achieve the intended outcome.	Teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.	
	Evidence				

_____ _____ _____ _____

Administrator's Signature Date Teacher's Signature Date

_____

Contract Recommendation (if applicable; only to be completed after second evaluation)

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

MEDIA SPECIALIST/LIBRARIAN EVALUATION FORM

Teacher: _____ Evaluator: _____

Building: _____ Date: _____

1. ORGANIZING FOR INSTRUCTION	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
a. Demonstrates current knowledge of literature, technology and information access.				
b. Plans instruction/activities to achieve desired student learning objectives which reflect current curriculum.				
c. Links present content/skills with past and future learning experiences.				
d. Incorporates the use of technology in accessing information.				
e. Collaborates with teachers in the design and/or implementation of instructional units.				
f. Uses materials and resources, which support the curriculum.				

2. LEARNING ENVIRONMENT	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
a. Communicates effectively with students and staff.				
b. Uses a variety of instructional strategies.				
c. Provides learning opportunities for individual differences.				
d. Assists the students and staff with the access, use and evaluation of information.				
e. Promotes and enforces district policies for ethical, safe, and age appropriate use of information tools.				

Comments:

_____ _____

Evaluator's Signature Date

_____ _____

Evaluatee's Signature Date

3. ORGANIZATION AND ADMINISTRATION	Ineffective	Developing	Skilled	Accomplished
a. Organizes, administers and develops the library/media program				
b. Administers the budget according to the goals and objectives of the program				
c. Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright and technology.				
d. Trains and supervises library media center clerical staff, volunteers, and student helpers.				
e. Collaborates with teachers and administration for development of collection of materials to support the curriculum.				
f. Makes general repairs, weeds collection, and takes annual inventory.				
g. Creates policies and procedures for acquisitions.				
h. Keeps the collection current and accessible.				
i. Maintains professional materials for the staff.				

4. PROFESSIONALISM	Ineffective	Developing	Skilled	Accomplished
a. Demonstrates ethical and professional behavior.				
b. Participates in and seeks out professional development activities that support the role of the school librarian/media specialist.				
c. Initiates and maintains timely communication with parents/guardians, teachers and administrators concerning events, checkouts or problems.				
d. Promotes compliance with the copyright law.				

e. Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.				

Date _____ Time of Observation _____ to _____

Not less than 30 consecutive minutes

ORGANIZING FOR INSTRUCTION

MEDIA SPECIALIST/LIBRARIAN OBSERVATION

1-a. Demonstrate current knowledge of literature, technology, and information access

1-b. Plans instruction/activities to achieve desired student learning objectives which reflect current curriculum.

1-c. Links present content/skills with past and future learning experiences.

1-d. Incorporates the use of technology in accessing information.

1-e. Collaborates with teachers in the design and/or implementation of instructional units.

1-f. Uses materials and resources which support the curriculum.

Comments/Suggestions:

Date _____ Time of Observation _____ to ___

Not less than 30 consecutive minutes

LEARNING ENVIRONMENT

MEDIA SPECIALIST/LIBRARIAN OBSERVATION

2-a. Communicates effectively with students and staff.

2-b. Uses a variety of instructional strategies.

2-c. Provides learning opportunities for individual differences.

2-d. Assists the students and staff with the access, use and evaluation of information.

2-e. Promotes and enforces district policies for ethical, safe, and age appropriate use of information tools.

Comments/Suggestions:

ORGANIZATION AND ADMINISTRATION

MEDIA SPECIALIST/LIBRARIAN ORGANIZATION & ADMINISTRATION CONFERENCE

3-a. Organizes, administers and develops the library/media program.

3-b. Administer the budget according to the goals and objectives of the program.

3-c. Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright and technology.

3-d. Trains and supervises library media center clerical staff, volunteers, and student helpers.

3-e. Collaborates with teachers and administration for development of collection of materials to support the curriculum.

3-f. Makes general repairs, weeds collection, and takes annual inventory.

3-g. Creates policies and procedures for acquisitions.

3-h. Keeps the collection current and accessible.

3-i. Maintains professional materials for the staff.

Comments/Suggestions:

PROFESSIONALISM

MEDIA SPECIALIST/LIBRARIAN PROFESSIONALISM CONFERENCE

4-a. Demonstrates ethical and professional behavior.

4-b. Participates in and seeks out professional development activities that support the role of the media specialist/librarian.

4-c. Initiates and maintains timely communication with parents/guardians, teachers and administrators concerning events, checkouts or problems.

4-d. Promotes compliance with the copyright law.

4-e. Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.

Comments/Suggestions:

_____ _____

Evaluator's Signature Date

_____ _____

Evaluatee's Signature Date

_____

Contract Recommendation (if applicable; only complete after second evaluation)

IMPROVEMENT PLAN

(A separate plan will be written for each area identified as deficient)

Teacher's Name _____ Grade Level/Subject _____

School Year_____ Building_____

Area of Improvement:_____

Strategies for Improvement/Resources

Timeline for Implementation

Beginning Date	Ending Date	Level of Performance/Successful Improvement Target

Teacher's Signature	Date	Evaluator's Signature	Date
GMLEA President Designee	Date	Executive Director Human Resources	Date

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

COACHES SUPPLEMENTAL EVALUATION FORM

NAME_____

ASSIGNMENT_____

LEVEL/SCHOOL_____

Use a scale of 1 to 4 to rate each category:

1) Outstanding

2) Good

3) Needs Improvement

4) Deficient/Must Improve

N/A Not Applicable

- _____ creating an environment of respect and rapport
- _____ establishing a culture for learning and competing
- _____ managing practice and game procedures
- _____ practice organization
- _____ communicating clearly and accurately

    1. _____ Athletes
    2. _____ Parents
    3. _____ Assistants
    4. _____ Middle School Coaches
    5. _____ Junior High School

- _____ providing positive feedback
- _____ demonstrating flexibility
- _____ demonstrating knowledge of the game

- _____ maintaining accurate records
- _____ growing and developing professionally
- _____ directing entire program from middle school to varsity
- _____ showing professionalism

GENERAL COMMENTS _____

_____

_____

_____

_____ _____

Evaluator's Signature and Position Date

_____ _____

Unit Member's Signature and Position Date

The Coach's Signature indicates that the supplemental evaluation has been conducted with the full knowledge of the coach.

ARTICLE 13

PERSONNEL FILES

A. There will be established and maintained, one (1) official file for each unit member. The file shall be maintained in the Human Resources Department. This shall be considered a confidential file to the extent permitted under Chapter 149 of the Ohio Revised Code and the only official file of recorded information of unit members maintained by the Board and the Administration. The confidentiality of personal references, academic credentials and other similar information shall be protected to the extent permitted under Chapter 149 of the Ohio Revised Code. A unit member and GMLEA President will be immediately notified of any public records request to review said unit member's personnel records. Every reasonable effort will be made to notify the unit member prior to complying with the request.

B. All materials, other than routine, placed in the personnel file of the unit member shall include the following:

1. The date the item was placed in the file.

2. Initials and dates of the unit member in whose file the entry is being made and the initials of the administrator placing information in the file.

Routine materials include such items as transcripts and grade sheets. The unit member's signature will not indicate agreement with the content of the material but indicates only that the material has been inspected by the unit member. The unit member has the opportunity to reply to such material in a written statement to be attached to the filed copy.

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

C. If and when a unit member and the Executive Director of Human Resources agree that there is adequate evidence that certain material in said unit member's file is irrelevant, inappropriate, or false, such material shall be removed from the file or corrected. If the unit member and the Executive Director of Human Resources are unable to reach an agreement and the unit member still feels that the material contained in the file is irrelevant, inappropriate, or false, such unit member shall have the right to attach a written statement to the disputed information and/or appeal removal of the material through the grievance procedure at the Superintendent's level.

A written reprimand shall be removed from the personnel file of a unit member after three (3) years' continuous service in the same building, if the unit member has not received any reprimands serious enough to be documented during this three (3) year period. Once removed from the personnel file, this reprimand shall not be used in a future disciplinary matter. However, said records shall be kept in a separate file maintained by the district and shall remain as a public record until destroyed in keeping with the school district's records retention and removal policy.

If at any time during this three (3) year period the Administrator who filed the written reprimand finds that improvement has been made and the infraction which resulted in the written reprimand has been corrected, said Administrator may have this reprimand expunged from the personnel file of the unit member and it shall not be used in a future disciplinary matter. However, said records shall be kept in a separate file maintained by the district and shall remain as a public record until destroyed in keeping with the school district's public records retention and removal policy.

D. Letters of recommendation and other related information used for initial employment are items not to be retained in personnel files or maintained by the Human Resources Department except the following:

1. Official transcript of college work.

2. Copy(ies) of certification authorized by the State Department of Education.

If letters of recommendation are filed in the personnel file of a unit member, they shall be subject to the same provisions herein stated.

Anonymous letters or materials shall not be placed in a unit member's file, nor shall they be made a matter of record.

A unit member will be entitled to a copy of any material in their file.

ARTICLE 14

GRIEVANCE POLICY AND PROCEDURE

A. DEFINITION

1. A grievance is a complaint involving the alleged violation, misinterpretation or misapplication of the Master Contract entered into between the Board and GMLEA, setting forth the understanding of the parties upon these matters negotiated and agreed to.

2. A grievant shall mean a unit member or GMLEA alleging that some violation, misinterpretation or misapplication of the Master Contract, has actually occurred. There shall be no more than three (3) administrators or three (3) GMLEA representatives involved in hearing at any level of this grievance policy.

3. All days referred to herein shall be school or working days.

4. A grievance must be filed within thirty (30) days of the alleged violation of the Master Contract, five (5) days shall apply to an appeal to another level within the grievance

procedure. If the appeal to another level is not made within these five (5) days, the grievance shall be considered withdrawn.

Example: When an alleged violation has occurred but is not presently occurring, that unit member shall have thirty (30) days of the last occurrence to file a grievance. A unit member may file a grievance at any time an alleged violation is occurring.

5. Neither party shall take action or reprisals against the other as a result of utilizing the established grievance procedure.

6. A grievance may be withdrawn at any level without prejudice.

B. PURPOSE

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

2. Nothing herein shall prohibit any aggrieved unit member from discussing his/her grievance informally with any unit member of the local professional organization or the Administration.

C. INITIATING AND PROCESSING A GRIEVANCE

1. Informal Procedure

   a. The aggrieved unit member or GMLEA shall first discuss the grievance with the appropriate building-level administrator directly, with the objective of resolving the matter informally. If the appropriate building-level administrator and the GMLEA representative determine that the resolution is above the authority of the appropriate building level administrator, then the grievance shall be submitted to the most appropriate District-level administrator. In all cases, time limits shall be construed as maximums unless extended by mutual agreement of the parties. The administrator shall render a decision within five (5) days of the informal meeting, if one was held.

2. Formal Procedure

   a. If the grievance is not resolved with the informal procedure, or if no decision has been rendered within five (5) days after presentation of the grievance, he/she may file the grievance in writing and on the prescribed form with the GMLEA president and the Superintendent or designee within five (5) days of either event.

   b. The written grievance shall include a clear statement of the facts causing the grievance, shall include a reference to the specific provision of the Master Contract

allegedly violated, misinterpreted or misapplied, and shall include the remedy requested by the unit member or GMLEA.

c. Within five (5) days of receipt of the written grievance, the Superintendent or designee shall meet with the aggrieved unit member or the representative of GMLEA in an effort to resolve the problem.

d. Within five (5) days of the hearing of this grievance, the Superintendent or designee shall render a written decision (which shall include reasons based upon the circumstances of the grievance) to the aggrieved unit member or GMLEA.

e. After a decision is rendered, either party may request grievance mediation through the Federal Mediation and Conciliation Service (FMCS). Timelines shall be suspended and shall not resume until the day following mediation if resolution is not reached.

f. If the aggrieved unit member, or GMLEA, is not satisfied with the disposition of his/her grievance, he/she may resubmit it to GMLEA within five (5) days. GMLEA shall submit said grievance to arbitration within five (5) days or the grievance will be considered waived. If there is not an agreement as to the arbitrator within ten (10) days, he/she shall be selected from the Federal Mediation and Conciliation Service (FMCS) and in accordance with the voluntary rules and regulations of same.

g. The arbitrator so selected shall confer with the Board and GMLEA and shall issue his/her decision on the grievance in accordance with FMCS time limits. The decision shall be in writing and will set forth their findings of fact, reasoning and conclusions of the issue(s) submitted. The arbitrator should not compromise on the resolution of the grievance and should rule either in favor of or opposed to the aggrieved. The arbitrator will be without power or authority to make any decisions which require commission of an act prohibited by law or which violates of the terms of this Master Contract. This decision will be final and binding to all parties. The costs of arbitration shall be borne by the losing party. The arbitrator shall expressly confine himself/herself to the precise issue(s) submitted for arbitration and shall have no authority to determine any other issue(s) not so submitted to him/her or to submit observations or declarations of opinion which are not directly essential in reaching the determination. Further, the arbitrator is instructed by the parties to be clear and concise in his/her award so as to include the party prevailing and the party ruled against. The party ruled against shall bear the entire cost of arbitration. However, if the arbitrator finds no other recourse but to award a decision drawing from both sides, his/her cost shall be borne equally between the parties.

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

GRIEVANCE REPORT FORM

Grievance #_____

GRIEVANCE REPORT

Name of Grievant _____ Date Filed_____

Building _____ Assignment _____

A Date cause of grievance occurred: _____

B. 1. Statement of Grievance: _____

_____

_____

B. 2. Relief Sought: _____

_____

_____

Signature _____ Received by: _____

Date_____ Date _____

C. Disposition by Superintendent/Designee:_____

_____

Signature _____

Date _____

GRIEVANCE REPORT FORM
(continued)

(ARBITRATION)

A. Position of Grievant _____

_____

_____

Signature _____

Date _____

B. Date Received by Arbitrator: _____

ARTICLE 15

SPECIALIST UNIT MEMBERS

A. SPECIAL AREA UNIT MEMBERS

1. Only unit members holding certificates in physical education, art and music shall be employed to teach physical education, art and music in grades K through 12.

2. Elementary Librarians

   There will be one (1) full-time librarian for each elementary building with an enrollment of three hundred (300) or more students at the closing of the previous school year. Each elementary building with an enrollment of less than three hundred (300) students at the close of the previous school year shall have one (1) half-time librarian. Any librarian who serves more than one (1) building shall have supplemental contract for ten (10) days based on the daily rate of pay. All elementary libraries will be closed to students for the first five (5) and last five (5) days of instruction.

3. Secondary Librarians

   There will be a full-time librarian in each secondary building and middle school.

The above provisions pertaining to elementary and secondary librarians do not preclude the suspension of a contract(s) of a librarian(s) under Article 10 of this Master Contract, it being mutually understood that librarians are subject to the Reduction in Force provisions of the Master Contract on the same terms as apply to any other unit positions.

ARTICLE 16

UNIT MEMBER PROTECTION

1. Unit members have the right to remove a disruptive student from the classroom, as defined by O.RC. 3313.66.

2. Unit members have the right to impose necessary disciplinary action to students in keeping with Board policy.

3. The Board and administration will cooperate fully in the event of an attack by a student(s).

A. EMERGENCY REMOVAL OF STUDENT

1. Steps for emergency removal of student

a. Unit member determines whether reasons for emergency removal conform to O.RC. 3313.66.

b. Unit member submits in writing to the principal the reasons for removal.

c. Principal determines if unit member's action complies with O.RC. 3313.66.

d. If, the student is reinstated to the curricular or extra-curricular activity under a unit member's supervision by the Superintendent or principal, reasons for such reinstatement will be given to the unit member.

2. Physical assault involving unit member

a. When a physical assault occurs, a unit member has the right to defend himself/herself and/or obtain assistance.

b. The principal or designee shall call police, parents and the Superintendent.

c. For your protection, a unit member should file a police report if assaulted. The Board/Administration shall cooperate fully when a unit member files a report. The Board/Administration shall fully support the unit member assaulted or accused of assault while performing his/her assigned duties.

d. A unit member injured by assault while performing school duties shall be compensated at their regular rate of salary under the provisions of State law and the Board policy relative to assault leave in Article 5. A unit member injured by assault may choose the option of receiving weekly benefits through Worker's Compensation.

B. CHILDREN'S SERVICES

Investigations by Children's Services are not legal proceedings. Unit members cannot be required to make any statements regarding allegations against them until they have contacted the GMLEA President.

C. UNIT MEMBER REPRESENTATION

Unit members have the right to a union representative of their choice during any meeting with administration.

D. BOARD SUPPORT IN CONTROL AND DISCIPLINE IN THE CLASSROOM

1. The Board and GMLEA recognize the importance of providing an environment conductive to learning. The Board recognizes its responsibility to give reasonable support and assistance to unit members with respect in the maintenance of control and discipline in the classroom in accordance with established Board policies and building

procedures. Each unit member, however, bears the primary responsibility for maintaining proper control and discipline. Consequences for inappropriate behavior by students shall be consistent regardless of sex, race, creed, or national origin and said consequences shall be appropriate as a deterrent for the offense committed.

In exercising his or her responsibility the unit member shall assure that all disciplinary actions and methods invoked are reasonable and just in accordance with the policies and procedures referenced above.

2. Each building shall have a discipline/Positive Behavior Intervention Support (PBIS) committee of at least two (2) unit members selected by the GMLEA and the building administrator. These committees shall meet monthly during collaboration time. The duties of the committee shall be:

   a. To receive and review district and building discipline policies and procedures, EMIS data, Safe Schools Audit, other public records, and building survey data;

   b. To examine data and establish positive behavior support to respond to problematic occurrences identified by the committee;

   c. To suggest possible district or building training to the Professional Development Committee. This training shall be provided during a District Professional Development Day.

3. A district-wide discipline committee consisting of one GMLEA member from each building selected by the GMLEA President from the above building committees, as well as the GMLEA President/ designee, and four (4) principals, and two (2) central office administrator designated by the superintendent, shall be established no later than September 15. The committee shall meet at least once each quarter unless mutually agreed otherwise to make recommendations to the Board regarding district-wide discipline policies. The GMLEA co-chair will initiate establishing a meeting calendar, and the administration co-chair will respond within five (5) days. All dates will be mutually agreed upon by the co-chairs.

E. PRINTING AND DISTRIBUTION OF THE MASTER CONTRACT

Each unit member shall be furnished with a copy of the Master Contract as soon as possible following ratification. GMLEA and the Board shall share equally in the cost of the preparation and the printing of the Master Contract.

F. DISTRIBUTION OF BOARD POLICIES AND PROCEDURES

Notice of new and updated Board policies will be provided to unit members after Board adoption and changes are made.

G. UNIT MEMBER DISCIPLINARY ACTION PROCEDURES

1. Disciplinary action shall be defined as any verbal warning, verbal reprimand, written warning, written reprimand, suspension or discharge. Verbal reprimands shall be noted as indicated on page 209 and set forth in the personnel file of the unit member. The verbal warning/verbal reprimand shall be removed from the unit member's personnel file on June 30 of the school year in which the warning/reprimand was received, if no other disciplinary action has occurred during that school year and shall not be considered for any future discipline.

2. Subject to the provisions of Section 3319.31 of the Ohio Revised Code and Administrative Rule 3301-73-21, reports of "conduct unbecoming" to the Ohio Department of Education may be made under the following circumstances:

    a. Crimes or misconduct that involves minors;
    b. Crimes or misconduct that involves school children;
    c. Crimes or misconduct that involves academic fraud;
    d. Making, or causing to be made, any false or misleading statement or concealing a material fact in obtaining issuance or renewal of any licensing documents;
    e. Crimes or misconduct involving the school community;
    f. A plea of guilty to, a finding of guilt or a conviction to any offense enumerated under section 3319.39 of the Revised Code;
    g. Crimes or misconduct that would qualify for termination under sections 124.36 and 3319.16 of the Ohio Revised Code;
    h. Misconduct as a unit member that is substantiated by the appropriate children's services agency after all appeals have been exhausted.

H. PROCEDURE FOR CHANNELING COMPLAINTS

Within the Groveport Madison Local School District, complaints about various school personnel will arise. Every attempt shall be made to recognize and resolve a complaint at the level closest to the unit member against whom the complaint is filed. Many of these complaints can be resolved if there are open channels of communication and if there is mutual trust between and among the various segments of the school and community. To bring about open channels and trust, the following conditions and procedures will exist:

1. If a parent or student shares a concern with a Board member, the Superintendent or an Administrator, the parent or student will be asked if they will allow or wish the concern to be transmitted to the unit member. The parent or student, in permitting this action, should realize that his or her name will also be transmitted to the unit member. If the parent or student does not wish the concern to be transmitted to the unit member, then this information shall not be used in any manner against the unit member.

2. If the parent or student does wish to be named, the first step will be at the informal level. The parent or student must be told to transmit the concern directly to the unit member for an informal discussion.

3. If the complaint cannot be resolved at the informal level, the formal procedure shall be:

   a. At the written signed request of the complainant or the unit member, a meeting will occur with both parties involved. The meeting will be conducted by the building administrator. The resolution of the complaint shall be determined by the building administrator and shall be shared in writing with both parties. This step may be waived only on agreement by both parties. If complainant will not agree to meet, the complaint will be totally disregarded.

   b. If the complaint is not resolved satisfactorily at the building administrative level, either party may request, in writing, a conference with the Superintendent or his/her designee. The resolution of the complaint shall be determined by the Superintendent or his/her designee and transmitted to both parties in writing.

   c. If the complaint remains unresolved in the minds of either party, either the complainant or the unit member may request a conference with the Board or a majority thereof. After hearing the comments of each in executive session, the Board shall make a determination and shall transmit this commentary in writing to both parties. A complaint will be heard by the Board only when both complainant and unit member and his/her representative are present.

   d. In each of the steps for the formal procedure, the unit member may be accompanied by GMLEA President or designee.

I. ACADEMIC FREEDOM

Unit members may exercise the freedom of instructional delivery in order to encourage a complete understanding of the subject matter by the students. The exercise of this freedom shall be within the parameters of adopted Board policy and curriculum contained in adopted Ohio state standards.

J. HEALTHY AND SAFE WORKPLACE

The administration recognizes its responsibility to provide a healthy and environmentally safe workplace. By September 15, a committee shall be established of three (3) GMLEA appointees and three (3) Board appointees. This committee shall address health and safety concerns in the district such as, but not limited to, air quality, water quality, mold, cleanliness, etc. This committee shall make regular recommendations to GMLEA, building Administration, and Superintendent. The GMLEA co-chair will initiate establishing a meeting calendar, and the administration co-chair will respond within five (5) days. All dates will be mutually agreed upon by the co-chairs.

The Healthy and Safe Workplace Committee shall be formed each September. This committee shall bring recommendations to the Superintendent. The committee shall also be responsible

for the development and implementation of a crisis response plan for the district in keeping with the requirements of Ohio and federal laws.

There shall be notification to all staff of any major security concerns as soon as possible.

Security personnel shall be on duty for the entire student day. When extracurricular activities occur when school is in session, additional security personnel, other than those indicated above, may be on duty as determined by the administration.

Upon written request to the building principal, any unit member shall be provided a secure, lockable area in the unit member's classroom/office in which to store materials, supplies, and personal possessions.

K. ADMINISTRATORS OUT OF THE BUILDING

The Administration shall set the procedures to be followed concerning school building Administration including when the Administrator is unavailable.

The following procedures will be established when the principal is away from the building.

1. Each building principal will select a certificated unit member to be in charge of the building when the principal is not available. That individual must agree to accept the assignment. If no certificated unit member is willing to accept this responsibility, the building Administrator will provide an alternative plan.

2. Unit members will be made aware of the individual who is in charge in the principal's absence.

3. For emergencies, an Administrator from the District Service Center would be on call.

L. CLASSROOM VISITATION GUIDELINES

GMLEA and the Board support parent involvement in our schools; both parties also recognize that the health, safety and security of students and staff and the minimization of potential disruptions is necessary and conducive to a productive school environment. With these premises in mind, the following guidelines shall govern visitation in the classroom:

1. Parents/ Legal Guardians of students shall make arrangements to visit a classroom directly with the unit member(s) whose classroom will be visited at least one day in advance of the visit. The maximum number of visitors to the classroom shall be two (2). Parents/ legal guardians and observers of students for the purposes of special services may only visit classroom(s) in which the parent's child is enrolled and present on the day of the visit. The visit shall not exceed forty (40) minutes and shall be only with the unit member (s) with whom the visit was pre-arranged. Follow-up conferences must also be pre-arranged. The unit member must notify the building administrator as to the name(s), date, and time of the scheduled visit at least one (1) day prior to the visit. Visits postponed

due to calamity days or health/ safety measures that may limit the number of visitors in the building will needs to be rescheduled following the same process outlined here.

2. Parents/ Legal Guardians who may potentially enroll in the district and want to tour/observe must make arrangements with the building administrator at least one day in advance of the visit. The unit member (s) who may have the student in class must agree to the visit. The maximum number of visitors to the classroom shall be two (2). The visit shall not exceed thirty (30) minutes and shall be only with the unit member (s) with whom the visit was pre-arranged. Visits postponed due to calamity days or health/ safety measures that may limit the number of visitors in the building will needs to be rescheduled following the same process.

3. Building administrators will inform the parents/ legal guardians about the parameters of the visit before the visit takes place. The parameters are these:

    a. Parents/ Legal guardians may only visit classrooms that were pre-arranged by the processes outlined above. Visitor badges must be worn and visible, and the visitor(s) must be escorted to and from the classroom by the Building Principal/ designee.

    b. No photographs or video/ audio recordings may be made while on school grounds.

    c. Parents may interact with the unit member, at the unit member's discretion, but may not interact with students (including their child) during the observations. Cell phones and other distractions must be silenced.

    d. The visit is not in any way an evaluation of the unit member(s). If concerns arise, proper procedures for channeling complaint must be followed in accordance with Article 16, H.

M. CONSOLIDATION

It is specifically understood and expressly stated herewith that the Board will not agree to the consolidation of the Groveport Madison School District with any other school district unless GMLEA mutually agrees to do so.

N. PART-TIME POSITIONS

The Board will not create part-time positions without mutual agreement with GMLEA.

O. FORMS MANUAL

1. The Human Resources Department shall upload and maintain a manual the following forms on the district intranet:

    a. Compensation for substituting during conference period and absorption of classes

(online form)

b. Request for unit member child to attend GMLSD (online form)
c. Application for Change of Salary Group and/or Semester Hour Credit (online form)
d. Tuition Reimbursement (online form)
e. Fee Waiver Application (online form)
f. Mileage Reimbursement (paper form)
g. Completion of Extra- Curricular form (online form)
h. Verbal Warning/Reprimand (paper form)
i. Severance Pay Beneficiary (online form + physical signature)
j. Sick Leave Bank Authorization form (paper form)
k. Sick Leave Bank Request form (paper form)
l. STRS Retiree Waiver (online form)

A copy of the forms shall be included in the back of this Master Contract.

2. Said forms referred to in Number 1, above, may only be changed by mutual agreement between the Superintendent or his/her designee and GMLEA President or his/her designee.

3. Unit members will use their individual employee ID # instead of their social security number on the online and paper forms. The Treasurer's office shall send each employee notification of where to find their employee ID #.

P. USE OF PERSONAL VEHICLE TO TRANSPORT STUDENTS

A unit member shall be permitted to transport a student in his/her private automobile in an emergency situation as determined by the unit member. The Board shall maintain appropriate liability insurance on the unit member in light of emergency situations that arise**.**

Q. CHRONIC COMMUNICABLE DISEASE

1. Purpose

The Groveport Madison Local School District desires to protect the rights of individuals who may be infected with a chronic communicable disease, as well as the non-infected students, staff, and school community members. The purpose of this policy is to address issues and concerns which arise when a unit member is suspected, identified, or verified as being infected with a chronic communicable disease.

Control of a chronic communicable disease is essential to assure the health and safety of all persons in the school community. Early identification and implementation of appropriate control measures serve to limit the spread of these diseases. In response to growing concerns, these measures are outlined in this policy.

The principal philosophy which will guide this district's response to these issues is that each concern will be addressed individually on a case-by-case basis with emphasis on confidentiality.

2. Confidentiality

The Groveport Madison Local School District recognizes the need to protect the individual rights and health of all persons in our school community. The nature of chronic communicable diseases requires the highest degree of professionalism, discretion, and compassion of all concerned. Confidentiality is essential in all matters pertaining to reports, hearings, and medical evaluations. Information regarding a chronic communicable disease shall not be disclosed except as required by law.

3. Public Management

The Groveport Madison Local School District recognizes that chronic communicable diseases are currently a significant medical and social problem, and the manner in which the staff, community, and press are involved is extremely sensitive and potentially volatile. To the extent that time will permit, and it is reasonable to do so, all statements shall come from the Superintendent's office or his/her designee. The administrative unit in charge shall consult with the Superintendent or his/her designee before making any public statement, including overt statements within the school setting. The Superintendent shall determine the appropriate pattern of public dissemination and/or news release.

4. Identification and Notification

Reports of unit members suspected of having a chronic communicable disease shall be directed to the Superintendent. All reports shall be in writing and shall identify the unit member(s) making the report and shall note the reasons why the unit member is suspected of having a chronic communicable disease.

The sharing of information regarding a unit member with a chronic communicable disease should be on a "need to know" basis.

5. Medical Evaluation

The Groveport Madison Local School District believes, based upon current medical information, that each unit member who is diagnosed as having a chronic communicable disease or who presents with substantiating probable cause is entitled to an evaluation of his/her medical condition. Decisions regarding the health status of an individual will be made only after consideration of all pertinent and relevant medical information regarding the physical, neurological, and emotional condition of that individual.

No unit member shall be subjected to indiscriminate testing. No unit member shall be required to submit to a medical evaluation of his/her physical or mental condition without

determination of just cause for said evaluation. The just cause determination shall be made by an evaluation team which shall conduct an expedited arbitration hearing and render a written determination which shall be final and binding on the parties. This team will consist of a physician selected by the employer, the unit member's physician, an arbitrator mutually selected by the employer and GMLEA in accordance with the procedures set forth in the Grievance Procedure of the Master Contract, and any other person(s) deemed necessary by the Superintendent and/or unit member. The arbitrator shall act as chairman of the evaluation team and shall serve in that capacity for all subsequently convened meetings to determine probable cause for medical evaluation.

Upon completion of the due process hearing, the team shall render a written determination and the rationale to the Superintendent and to the unit member. All costs of this hearing shall be borne by the employer.

Within ten (10) days after a determination has been rendered substantiating probable cause for a medical evaluation, or if the unit member voluntarily submits to a medical evaluation, a medical review team consisting of a physician specializing in chronic communicable diseases appointed by the Superintendent, the unit member's physician, and any other person(s) deemed necessary by the Superintendent and/or unit member. This team shall be convened by the Superintendent to conduct a medical evaluation of the unit member's condition. The medical review team shall provide for the examination of the unit member and may obtain, upon written voluntary authorization of the unit member, all relevant and pertinent medical information.

The report rendered by the team shall be restricted to an evaluation of the unit member's medical condition and shall clearly provide whether or not the unit member has been infected with a chronic communicable disease as alleged in the report to the Superintendent. If so, then the medical review team shall determine the following:

a. Whether or not the unit member's current medical condition imposes a substantial health risk to others in the school environment and the rationale for that finding. In making this determination, the team shall consider the nature of the risk (how the disease is transmitted); the duration of the medical condition (how long the carrier is infectious); the severity of the risk of the medical condition (what is the potential harm to third parties); and the probability the disease will be transmitted and will cause varying degrees of harm.

b. Whether or not the unit member is otherwise qualified to remain in his/her current position. "Otherwise qualified" is defined as the unit member's being able to meet all of the job requirements in spite of his/her medical condition.

All costs of the medical review team shall be borne by the employer.

6. Review and Placement

Within ten (10) days of receipt of a medical evaluation report indicating that a unit member's current medical condition imposes a substantial health risk to others in the school environment or prevents the unit member from performing all of the unit member's current job requirements, the Superintendent shall provide written notification to the unit member specifying what action the Board shall take to reasonably accommodate the unit member's disabling condition.

A unit member who has been exposed to, or who contacts a chronic communicable disease, shall be treated no differently than a unit member with any other medical disability. The Board shall not discharge any unit member nor otherwise discriminate against any unit member with respect to wages, hours, terms, or other conditions of employment on the basis of the fact that such unit member has contacted a chronic communicable disease. Any attempt to reasonably accommodate the unit member's disabling condition shall not violate the existing Master Contract. If the proposed accommodation would violate the Master Contract, the Board shall meet with GMLEA's negotiations committee to negotiate a reasonable accommodation.

Any dispute regarding whether the Board has made a reasonable accommodation or whether the accommodation is in compliance with the Master Contract shall be subject to expedited final and binding grievance arbitration.

Prior to implementing a temporary or permanent involuntary removal of a unit member with a chronic communicable disease, the Board shall comply with the provisions of O.R.C. 3319.13.

Subsequent to the determination that temporary or permanent removal of a disabled unit member is justified, the Board shall support the unit member's application for disability retirement, if said unit member elects to make such application.

7. Control Measures

The Groveport Madison Local School District recognizes that many difficult issues are raised when unit members are infected with a chronic communicable disease. The district desires that the rights of the individual unit member afflicted with the disease be balanced against the interests of the school community to a safe environment. All required materials necessary to carry out this procedure shall be provided by the school district.

As all body fluids are considered to carry potentially infectious agents, the proper care and handling of all body fluids is essential to disease control. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions, and saliva. Contact with body fluids presents a risk of infections with a variety of pathogens. In general, though, the risk is low and dependent on a variety of factors including type of fluid with which contact is made and the type of contact made with it.

All schools must follow the routine procedures as outlined below in handling spilled blood and body fluids. It is recommended that:

a. Surfaces soiled with body fluid(s) shall be thoroughly washed with soap and water, then disinfected with a solution of household bleach and water (1/4 cup bleach per gallon of water). This solution should be freshly prepared for each use.

b. Personnel cleaning the spill should wear latex gloves and wash hands thoroughly when finished.

c. Disposable towels will be available and used whenever possible.

d. Mops should be thoroughly rinsed in the disinfectant solution.

e. If bleach is unavailable, other common products can be used for disinfection, such as peroxide (1 part peroxide to 1 part water) or rubbing alcohol (applied full strength).

For an injury that results in bleeding, the unit member assisting should wear gloves. Direct contact with blood is potentially infectious when there are breaks in the skin, as in chapping or eczema. Proper hand-washing (soap and running water for 15 seconds) significantly reduces the risk of infection from contact with all potentially infectious body fluids.

8. Educational Program

The Groveport Madison Local School District shall establish and implement an educational program for all school unit members concerning chronic communicable diseases and their prevention and transmission. The program will include in-service training for all school personnel. The Groveport Madison Local School District will assist other public agencies in providing information from the National Centers for Disease Control, the Ohio Department of Health, and the Ohio Department of Education. One of the purposes of this program is to reduce fear based upon erroneous information or a lack of information. The educational program allows for the dissemination of new information as it becomes available.

ARTICLE 17

ASSOCIATION RIGHTS

Recognition of GMLEA as the bargaining agent shall entitle GMLEA to certain exclusive rights. Only the GMLEA shall have the following rights:

A. BULLETIN BOARDS

The building representatives of GMLEA in each individual building will have the use of a bulletin board, designated for GMLEA business. Each building shall have such bulletin boards so designated.

B. TIME AT FACULTY MEETINGS

Representatives of GMLEA may make announcements during school faculty meetings.

C. USE OF THE BUILDING PUBLIC ADDRESS SYSTEM

Representatives of GMLEA may make announcements over the building public address system if the announcements are related to GMLEA business.

D. USE OF SCHOOL EQUIPMENT

GMLEA building representatives will have permission to use individual school equipment. GMLEA will have the right to use school buildings. The principal of the building in question will be notified in advance of the time and place of all such meetings. All equipment will be checked as to condition by the building principal or his/her designated representative and GMLEA building representative prior to its use so that, in the event of damage or breakage, GMLEA will be responsible to repair or replace, at pro-rated market value. Supplies in connection with such equipment used will be furnished and paid for by GMLEA.

E. DISSEMINATION OF MATERIALS

GMLEA shall have the right to place material in all unit members' mailboxes. GMLEA has the right to use the inter-school mail system to distribute material.

F. NOTIFICATION OF SCHOOL BOARD MEETINGS

GMLEA shall receive notice of any regular or special Board meeting in accordance with the directives of the "Sunshine Law." Such notification shall be made to the president of GMLEA.

G. SCHOOL BOARD AGENDA

GMLEA shall receive an advance copy of the agenda and enclosures other than confidential material of the nature discussed in executive session for each Board meeting. Such agenda and

enclosures shall be sent to GMLEA by inter-school mail at the same time it is sent to the Board. Any additional enclosures other than confidential material of the nature discussed in executive session given to the Board shall also be given to GMLEA.

H. PERSONNEL DIRECTORY

All unit members may access, through the staff intranet, a directory of all current unit members by October l of each year. Names and addresses of newly employed unit members shall be provided to GMLEA following Board approval of the unit member's contract.

I. NEW UNIT MEMBER ORIENTATION

Mentors and the Superintendent or his/her designee(s) will collaboratively plan the new unit member orientation.

J. SUPPLIES AND MATERIALS

GMLEA shall reimburse the Board for supplies and materials from the Board's supplies at the same price paid by the Board.

K. RIGHT OF ACCESS FOR GMLEA PRESIDENT OR DESIGNEE

The GMLEA President and/or designee of GMLEA shall have the right to visit schools.

L. GMLEA BUILDING REPRESENTATIVES

GMLEA building representatives may call meetings of GMLEA members assigned to the building.

M. AUTHORIZED DUES DEDUCTIONS

The Board agrees to deduct from the salaries of the unit members, dues/fees for GMLEA /OEA/NEA/Central OEA/NEA and individual associations of said unit member, individually and voluntarily authorized the Board to deduct, and to transmit the monies promptly to GMLEA. Unit member authorizations for dues deductions will be in writing on a form provided by GMLEA.

Name _____ _____ 10 payments

Address _____ _____ 20 payments

I hereby authorize the Groveport Madison Local School Board to deduct from my earnings and transmit to GMLEA an amount sufficient for regular payment of membership dues (as certified by GMLEA to the Board) in consecutive equal payments beginning with the third pay period of the contract year. I also understand and pledge that this authorization and membership shall continue from year to year unless I notify the Treasurer of the Board and the

GMLEA Treasurer by August 30 of any given school year to discontinue such deductions and membership. I hereby waive all rights and claims for paid means so deducted and transmitted in accordance with authorization and relieve the Board and all its officers/representatives from any liability thereof.

UNIT MEMBER ORGANIZATION (other than unified)

_____ _____

_____ _____

Date _____ UNIT MEMBER'S SIGNATURE _____
Dues/Fees Authorization

N. RIGHTS UNDER THE LAW

Nothing contained herein will be construed to restrict or deny the unit member's rights the unit member may have under the law.

O. RELEASED TIME FOR GMLEA PRESIDENT

The GMLEA President will be released for up to one-half (1/2) of the unit member's workday. The President will suffer no loss in salary, fringe benefits, or other contractual or statutory advantages to which he/she would have been entitled if working full-time; however, GMLEA shall reimburse the Board at the end of each semester for the actual costs of the President's replacement, if any, resulting from the release time during that semester. Such reimbursement to the Board shall be made no later than thirty (30) days from receipt of an itemized statement from the district's Treasurer which includes the salary and fringe benefit costs for the replacement.

P. OUTSIDE CONTRACTING

The Board agrees, with the exception of the Driver's Education Program, there shall be no subcontracting out of bargaining unit work without the mutual agreement of GMLEA.

Q. FAIR SHARE FEE

This section is void as a matter of law based on the Supreme Court decision in Janus v AFSCME Council 31, 585 U.S. (2018), but is preserved. Should the right of GMLEA to collect agency fees from non-members become legally permissible, the following provisions shall go into full force and effect beginning in the school year immediately following said decision.

Pursuant to Section 4117.09 (C) of the Ohio Revised Code and as a condition of employment, each unit member as defined in Article 1 of this Master Contract who is not a unit member of

GMLEA by the thirtieth (30th) calendar day of each school year or by the thirtieth (30th) calendar day after his/her initial employment with the Board, whichever is later, shall have equal payroll deduction beginning with the second (2nd) pay in January, a "fair share fee" which shall not be more than one-hundred percent (100%) of the dues paid by unit members of GMLEA and its unified affiliates.

In conjunction with the provisions of this section, GMLEA will provide a list of names to the Treasurer of those unit members who are not members of GMLEA and the total "fair share fee" to be deducted for each.

GMLEA shall provide adequate notification to non-members of the "fair share fee" and their opportunity to object to the amount of the fee prior to the deduction of the fee.

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

R. GRANTS

GMLEA will be notified of any grant that includes participation by unit members and will require written approval of the GMLEA President after consultation with affected unit members.

S. COMPUTER ACCESS AND ELECTRONIC MAIL

1. GMLEA shall have the right to use the District's computers and electronic mail in conducting GMLEA business. Unit members will sign the Acceptable Use Contract in which they agree not to transmit obscene or threatening material or engage in any commercial activities via their school district Internet access.

2. A working computer will be provided to each unit member. Once a technology repair request is input into the eTicket, all attempts will be made to complete computer repairs in a timely manner. If a computer, printer, or any support equipment cannot be repaired within five (5) working days, then a replacement computer, printer, or any support equipment equal to or better, will be provided until the computer is repaired. Any deadlines for required data shall be waived for the time that available computer, printer or support equipment is out of service.

T. ASSOCIATION DEVELOPED IN-SERVICE

One-half day during one of the New Unit Member Duty Days shall be reserved for Association developed in-service.

U. ASSOCIATION SERVICES STIPEND

GMLEA leaders, as indicated by the GMLEA Treasurer in a list presented to the District's Treasurer no later than October 15 of each year, shall be granted a supplemental stipend and paid an amount determined by the GMLEA. These individuals shall be paid between May 15 and June 15 of each year through the District Treasurer's office in a separate item on the unit member's paycheck. Upon written notice from the District Treasurer, the GMLEA treasurer will pay the District Treasurer the amount of the stipend as well as the Board's share of STRS, Medicare, and any other item as required by law. The unit member's share of STRS payment shall be deducted from the supplemental stipend as well as applicable local, state, and federal taxes.

V. NON-DISCRIMINATION/HIRING MINORITY UNIT MEMBERS

The Employer shall not discriminate with regard to handicap, race, color, creed, ancestry, national origin, sex, religion, marital status, age, political opinions/affiliations or sexual orientation or gender identification.

ARTICLE 18

SITE-BASED DECISION-MAKING GUIDELINES

Site-based decision-making is a shared process including but not limited to DLT and BLT that involves the entire school community. Each school principal will work cooperatively with GMLEA building representatives to establish a BLT.

ARTICLE 19

AFFIRMATIVE ACTION

The Board and GMLEA agree it is desirable to have a workplace that is representative of the student population being served.

ARTICLE 20

JOB SHARING

A voluntary job-sharing program will be available to unit members.

A. GUIDELINES

1. Unit members with an interest in job sharing must provide written notice to the Executive Director of Human Resources by the first Friday in May, except that written notification

may be accepted after this date in the event the Administration determines that an emergency or unforeseen circumstance resulted in the late notice.

2. If proper notice of interest in job sharing has been submitted, a meeting will be held including, but not limited to, the two (2) unit members who may be involved in the time sharing, the Executive Director of Human Resources and the GMLEA President. After the first meeting, the two (2) unit members shall meet with the principal of the building where the job sharing is proposed for the purpose of attempting to reach mutual agreement on the duties and responsibilities (including, but not limited to, professional development, staff meeting, parent-teacher conferences) to be performed by each unit member under the job sharing proposed. The job sharing will not occur if the building principal and unit members are unable to reach mutual agreement on the duties and responsibilities to be performed.

   Any initial job sharing arrangement provided for in this Article shall have a maximum duration of one (1) school year. In order for a particular job sharing arrangement to continue or be renewed for an additional school year, there must be mutual agreement among the building principal and the participating unit members. An agreement to continue a job sharing arrangement for more than one (1) year shall not establish a past practice entitling the participating unit members to continue the job sharing an additional year in the absence of mutual agreement with the building principal.

3. A vacancy created as a result of job sharing shall not be required to be posted under any Article in this Master Contract.

B. FRINGE BENEFITS

Unit members in a mutually agreed upon job sharing position will have the following benefits:

1. Health Care - Single coverage will be available under the same terms as are set forth in the Master Contract with the option for the unit member to purchase family coverage by paying the difference between the Board's cost for single coverage and the actual cost for family.

2. Employee Assistance Plan: Board will provide coverage.

3. Dental Coverage - Single coverage will be available under the same terms as are set forth in the Master Contract with the option for the unit member to purchase family coverage by paying the difference between the Board's cost for single coverage and the actual cost for family.

4. Life Insurance - $20,000 or current salary as stated in the Master Contract.

5. STRS - The Board will pay its current share as set forth in the Master Contract.

6. Accumulation of Sick Days and Personal Days - accumulation of sick leave and personal leave shall be pro-rated in accordance with the amount of time a unit member is employed under the job sharing arrangement. (e.g., if a unit member is employed one-third (1/3) time of a full-time unit member, the unit member shall receive one-third (1/3) of the sick leave and personal leave benefits afforded full-time unit members.)

C. NEW HIRES FOR JOB SHARE

1. An individual not employed by the Board who is hired for a job-share position must sign an agreement acknowledging that their employment shall be under a one-year limited contract. The contract shall automatically non-renew at the end of its term without the necessity of Board action and without the need to comply with Ohio Revised Code, Sections 3319.11 and 3319.111 or the non-renewal and fair dismissal provisions of the Master Contract.

2. If a unit member hired under Paragraph 1 in this sub-section is rehired for a subsequent consecutive year, the previous year(s) of service in the Groveport Madison School District will be counted towards district seniority and for purposes of placement on the salary schedule and the non-renewal provisions of Sub-section 1 herein shall apply at the end of each subsequent year.

3. Where a newly hired unit member is to be paired with current unit member, the current unit member with whom the new hire is to be paired will have the opportunity to participate in the building principal's and/or team's interviews of candidates for initial employment in the district seeking a job share position.

D. NEW HIRES FOR POSITIONS VACATED AS A RESULT OF A UNIT MEMBER GOING INTO A JOB SHARE POSITION

1. An individual not in the employ of the Board who is hired for a position vacated as a result of a unit member going into a job-share position must sign an agreement acknowledging that their employment shall be under a one-year limited contract that shall automatically non-renew at the end of its term without the necessity of Board action and without the need to comply with Ohio Revised Code Sections 3319.11 and 3319.111 or the non-renewal and fair dismissal provisions of the Master Contract.

2. If a unit member hired under Paragraph 1 in this sub-section is rehired for a second consecutive year, the previous year of service in the Groveport Madison School District will be counted towards district seniority and for purposes of placement on the salary schedule and the second consecutive year of employment will have all rights afforded under the Master Contract.

E. UNIT MEMBERS WHO ARE CURRENTLY UNDER CONTRACT WITH THE BOARD WHO UTILIZE JOB SHARING WILL BEAR THE FOLLOWING RISKS

1. When job sharing ceases after one (1) year, the unit members will return to the position held prior to job sharing.

2. When job sharing ceases after more than one (1) year, the most district senior unit member stays in the position and the least senior district unit member goes into the pool.

3. While job sharing, the unit member will accumulate district seniority by one-half (1/2) year.

4. The job sharing positions shall be a one- (1-) year situation and may be renewed on a yearly basis by March 31.

ARTICLE 21

SPECIAL EDUCATION

A. MONITORING SUPPORT FOR SPECIAL EDUCATION

A committee will be formed to meet at least three (3) times per school year to monitor special education programming. The team will consist of one representative per building and a representative from Pupil Services, chosen by the GMLEA President, that will be equally split to represent general education teachers and intervention specialists. The district may choose up to seven (7) administrators who best represent the special education program to serve on the committee.

The committee shall survey each school's staff with questions that pertain to the special education program. The committee shall meet to review the results and make recommendations to district administration and the district Professional Development Committee regarding the survey results. The committee shall also provide support to schools in the following areas: teacher knowledge of student's needs and rights, IEP development, service delivery and issues that arise due to changes in state and federal guidelines.

B. INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

1. Guidelines will be consistently implemented throughout the district to provide for the current teacher and receiving teacher to give input into the IEP.

2. Any unit member whose duties would be impacted by an IEP can request a meeting at any time to review the IEP and/or the placement of the student. There shall be at least one (1) regular education unit member to whom said student is assigned at the IEP conference. This unit member shall represent all of the regular education unit members

to whom this student is assigned. IEP meetings, when possible, should be held during collaboration time first and then during the workday at other times to allow for flexibility for the family to attend.

3. If a special education teacher has five (5) IEP meetings scheduled in one month, the teacher may request one (1) professional day for the purpose of writing IEPs. The written request must be submitted to the building principal at least two (2) weeks before the requested professional day. Additional days may be granted upon approval of the building principal.

C. SPECIALIZED HEALTH CARE PROCEDURES

Students may require, as a result of their disabilities, special care or medication during their attendance at school. Unit members who are assigned responsibility for providing special care or medication for such students shall be trained in the delivery of such care or medication. Trained non-teaching staff will be assigned to provide such care or medication except where the care or medication is being provided by a nurse. In the event that non-teaching staff are not available, voluntarily trained unit members may provide such care on an emergency basis. If a unit member so chooses, then such activity shall be deemed as acting within her/his contractual duties. Unless otherwise required by an IEP, medication for students with disabilities shall be administered in accordance with the District's policy governing the administration of medication for students. Unit members who volunteer shall be trained in these procedures at least once each year.

Unit members will not be required to perform tasks which a Board appointed physician deems necessary for a medically trained unit member to perform.

D. CONTINUUM OF SERVICES

1. The Individual with Disabilities Education Act (IDEA) law determines Least Restrictive Environment: "To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

2. Service Placement Models:

a. Inclusion with Accommodations: the disability only requires accommodations in the regular classroom. Accommodations being defined as an alteration of environment, curriculum format, or equipment that allows access to regular course of study.

b. Full Inclusion: the IST and general education teacher are full partners in the general education classroom providing instruction, support, and differentiation of instruction and assessment.

c. Inclusion Push In/Pull Out: the IST enters the General Education classroom to provide instruction and support to children within or outside of the general education classroom depending upon need. The IST will bring materials into the classroom. The IST provides instructional support to the general education teacher to provide differentiation of instruction and assessment practices.

d. Resource Room: the student is pulled from the general education classroom for a portion of the school day for more intensive instruction in the academic areas identified within the IEP and ETR. (All schools are required to have this level of support.)

e. Cross Categorical Unit:

1) student is not capable of functioning in the general education classroom. Students with severe developmental delay or cognitive delay are often placed in a unit where the curriculum is significantly modified to meet the needs of each individual student; the student is not cognitively/physically able to complete grade level work and typically is working multiple grade levels below his same aged peers

2) student has severe behavioral or emotional challenges and cannot function in a general education classroom. The IST and/or their assigned instructional aides provide support to the student throughout the day.

ARTICLE 22

MENTORING

A. All new unit members new to the profession or teaching under a new certificate/license shall be subject to participation in the Resident Educator Program and assigned a mentor prior to the first day of school during the unit member's first year of employment with the district. The Parties agree that a mentor should be a teacher in the same building as the mentee.

B. Mentors will be assigned by the Superintendent or designee and shall be hired under supplemental contracts at a rate of two-thousand dollars ($2,000.00) annually, per mentee.

If the length of the program is reduced below two years, the parties will reconvene to negotiate changes to this Article within thirty (30) calendar days.

C. The roles, activities, and all forms of communication between the mentor/transition coach and the new unit member are considered confidential.

D. The Board shall pay for all necessary training for mentors.

E. Mentors shall be supervised by the Executive Director of Human Resources, but they shall not participate in the evaluation of any unit member.

F. Mentees shall have at least one (1) day of release time each school year to complete RESA and the Mentor shall have at least one (1) day to videotape.

G. **PEER ASSISTANCE COACH**

A $500 stipend, or a stipend prorated at an amount per month divided by nine (9), shall be paid to unit members who serve as peer assistance coach for each unit member for whom they are a coach (prorated as above). Peer assistance coaches shall be assigned no more than three (3) unit members to coach during the school year. The peer assistance coach is a volunteer experienced unit member. Volunteers shall submit their names on the appropriate form to GMLEA President and the Executive Director of Human Resources (The form will be developed by GMLEA President and the Executive Director of Human Resources.) The Executive Director of Human Resources and GMLEA President, or designees, shall meet to select the appropriate peer assistance coach for each unit member involved.

A unit member in need of assistance is defined as a unit member new to the district regardless of years of experience, a unit member who receives a notice of deficiencies/improvement plan or unit members who have changed buildings, grade levels, and/or teaching assignment. Unit members who have been placed on an improvement plan will automatically be assigned a peer assistance coach within five (5) working days of being placed on an improvement plan. The others indicated above will be assigned a peer assistance coach if the Executive Director of Human Resources and the GMLEA President/designee mutually approve a unit member's request or a request by a building administrator that a unit member in need of assistance be assigned a coach.

ARTICLE 23

LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE (LPDC)

A. The committee charged with creating Groveport Madison's Local Professional Development Committee (LPDC) as required by Ohio law shall be comprised of five (5) unit members, chosen by GMLEA, and five (5) administrators chosen by the Superintendent. The LPDC shall determine the time, location, and number of committee meetings. The GMLEA co-chair will initiate establishing a meeting calendar, and the administration co-chair will respond within five (5) days. All dates will be mutually agreed upon by the co-chairs.

B. The term of office for members of the committee shall be determined by the LPDC. In the event of an in-term vacancy, unit members shall be replaced by GMLEA and in-term vacancies of administrative members shall be replaced by the Superintendent. The committee shall operate as follows:

1. Five (5) unit members, chosen by GMLEA, one of whom shall be the co-chair of the committee.

2. Five (5) administrators, chosen by the Superintendent, one of whom shall be the co-chair of the committee.

3. If a unit member licensure/certification issue is being reviewed, the administrative co-chair will be a non-voting member.

4. If an administrative licensure/certification issue is being reviewed, then the unit member co-chair shall be a non-voting member.

5. The secretary of the committee is responsible for taking the minutes and filing all necessary reports and shall be an administrative office employee.

6. The stipend for the committee members shall be $1,200. This stipend is subject to review and revision, and shall be prorated based on committee member's attendance**.**

7. The committee will meet once a month during the calendar year.

C. The LPDC shall determine its own appeals procedure. Such appeals procedure is not subject to the grievance/arbitration procedure outlined elsewhere in this Master Contract.

ARTICLE 24

COMPUTERIZED ATTENDANCE AND GRADES

Unit members in grades PK-12 will input student attendance and grades into the computerized student grading system in lieu of utilizing scan sheets for those purposes under the following conditions:

1. Access to computers at each building for this specific use during the duty day.

2. Training in computer use, software and hardware, during the duty day.

3. If administration is asked to review or modify a grade and/or make the decision that a grade needs reviewed or modified, after the teacher of record has finalized the grade, administration will make reasonable efforts to communicate with the teacher prior to the final decision on the grade change. In addition, in the event the administration determines a grade change is necessary, the administration will provide the teacher written notification of the decision to change the grade. The teacher of record shall have the right to respond in writing to the administrative decision to change the grade.

ARTICLE 25

EMPLOYMENT OF STRS RETIREES

A. This Article governs the terms and conditions of employment of any superannuate or "other system retirant" (as those terms are statutorily defined for purposes of Section 3307.35 of the Ohio Revised Code) whom the Board may regularly employ in a position that falls within the description of the bargaining unit appearing in Article 1 of this Master Contract. Except as otherwise specified below, any such employee will become a unit member upon employment and be subject to the provisions of this Master Contract.

1. For initial placement purposes on the unit member's salary schedule, the unit member will receive horizontal credit in accordance with the unit member's level of training and shall be a maximum of five years of experience vertical credit.

2. The unit member will receive a one-year limited contract of employment (if employed after the start of the school year, such contract will be for the remainder of that school year). If subsequently reemployed, the unit member will be awarded successive one-year limited contracts.

3. The unit member shall be subject to the evaluation procedure stated in Article 12 of this Master Contract.

4. Upon employment, the unit member will be credited with zero (0) years of seniority and shall not thereafter accumulate seniority for any purpose under this Master Contract.

5. The unit member will not be hired for a vacancy until all internal transfers and reassignments have been completed. Any non-retiree, current unit member shall receive an internal transfer for which he/she is certified/licensed before any retired individual is employed for a vacant position.

6. In the event of a reduction in force, the retiree shall not have any seniority or bumping rights under Article 10. Unit members who retire and are hired after January 1, 2008, the

unit member shall not have any seniority or bumping rights if his/her position is eliminated.

7. The unit member is eligible to participate in any insurance fringe benefits offered under Article 3 of this Master Contract, other than for Health Insurance, except that, if a retiree cannot obtain health insurance through STRS, the retiree may participate in the Board's health plan on the same basis as any other unit member.

8. The unit member will in no event qualify for fee waivers or tuition reimbursement under Article 4, retirement stipend under Article 2, Section H, or severance pay under Article 4, Section O.

9. Any retiree employed by the District will be required to sign a contract addendum developed by the Board's attorney releasing the District and GMLEA from liability under state and federal age discrimination.

B. The provisions of this Article supersede and prevail over any inconsistent terms that may appear elsewhere in this Master Contract or in any part of the Ohio Revised Code.

ARTICLE 26

MANAGEMENT RIGHTS

The Board hereby retains the rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Ohio and of the United States.

The exercise of these powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations, and practices in furtherance thereof shall be limited only by the specific and express terms of this Master Contract and Ohio statutes.

ARTICLE 27

NEGOTIATIONS OF A SUCCESSOR MASTER CONTRACT

A. The parties agreed that this Master Contract constitutes the complete and entire agreement between the parties. Neither is obligated to negotiate during the term of this Master Contract on any matter except as provided for under Ohio Revised Code 4117.08(c).

B. Either party may request negotiations to begin any time after one hundred twenty (120) days prior to the expiration of this Master Contract, but in no case later than ninety (90) days prior to the expiration.

Such request shall be in a form designated by the State Employment Relations Board (SERB) with copy of said notice being sent to that body.

In the event that agreement is not reached, or at any time either party decides an impasse, the parties shall jointly petition the Federal Mediation and Conciliation Services (FMCS) for the assignment of a mediator. The process of mediation shall last fourteen (14) calendar days and in no case longer than the expiration date of the Master Contract, whichever occurs first, unless otherwise agreed to by both parties. The expenses of the mediator shall be shared equally by the parties. The recommendations of the mediator shall not be binding upon the parties.

C. The parties may jointly design an alternate impasse procedure, different from B. above, at any time in an attempt to resolve differences. Any alternative procedure shall be reduced to written form and submitted to SERB. In the event that the process of impasse is exhausted, and the Master Contract has expired, GMLEA may proceed in accordance with law.

D. During in-term bargaining, if any, the parties agree to use the impasse procedure set forth in B. above.

E. All negotiating meetings shall be in private as provided by Section 4117 of the Ohio Revised Code and closed to the public and news media, and no news releases or statements disclosing specific proposals shall be made or given to the public or news media.

Within ten (10) working days of a request by GMLEA, the Board shall furnish to GMLEA, all public record information which would assist GMLEA in making proposals for negotiations including, but not limited to, information about operating levies, enrollment, budgets, and other financial data of the school District. All requests for information should be coordinated through the respective spokespersons.

All proposals and counterproposals between the Board and GMLEA, tentative agreements on individual items, and all notes and minutes taken during the confidential negotiations shall to the fullest extent provided by law be private communications, not public records. Neither the Board, individually or collectively, or its agents, nor GMLEA, individually or collectively, or its agents, shall share any documents referred to in this paragraph before, during or after the negotiations process, to any member of the public.

As negotiation items receive tentative agreement, they shall be reduced to writing and initialed by the spokesperson of each party.

When a tentative agreement is reached on all issues, each party's representative shall respectively urge and recommend the adoption of such tentative agreement which shall be reduced to writing and submitted to GMLEA membership and to the Board for approval. To the fullest extent provided by law only such a comprehensive tentative agreement shall be considered a public record and only after the Board and GMLEA have had an opportunity to review it for errors. In the event that the Board receives a public records request for materials permitted by this Master Contract for disclosure, the Board shall immediately provide GMLEA with written notice.

In the event that the Board receives a public records request for materials prohibited by this Master Contract from disclosure and Ohio law allows the Board to deny the request, the Board shall refuse

such request and immediately provide GMLEA with written notice and, if applicable, a copy of the request.

ARTICLE 28

SEVERABILITY

This Master Contract supersedes and prevails over all statutes of the State of Ohio, except as specifically set forth in Section ORC 4117.10(A), all Civil Service Rules and Regulations, Administrative Rules of the Director of State Personnel and all policies, rules, and regulations of the Employer.

Should the State Employment Relations Board or any Court of competent jurisdiction, determine, after all appeals or times for appeal have been exhausted, that any provision herein is unlawful, such provision or portion thereof, shall be automatically terminated but all other provisions of the Master Contract shall remain in full force and effect.

At the request of GMLEA, the parties will meet no later than thirty (30) calendar days after the final determination of unlawfulness, to begin bargaining over its impact and to bring the Master Contract into compliance. If the parties fail to reach agreement over the affected provision thirty (30) days after the initial bargaining session, the statutory dispute settlement procedure/contractual found in Article 27 of the Master Contract.

ARTICLE 29

DURATION AND IMPLEMENTATION

This Master Contract shall be effective for three (3) years July 1, 2024 until June 30, 2027 and thereafter the Master Contract will expire.

The Board and/or administration agrees that it will not, during the period of this Master Contract, officially adopt or implement any condition of employment affecting unit members that is not contained within this Master Contract until such term or condition has been a subject of negotiations between the parties.

This Master Contract supersedes any policy, rules, regulation, or practice of the Board which may be contrary or inconsistent with the term of this Master Contract.

At any time during the implementation of any aspect of this Master Contract or in any situation which may lead to the implementation of any aspect of this Master Contract, a unit member will have the right to GMLEA representation.

If any provision of this Master Contract or any application of this Master Contract to the Board, the administration, GMLEA, or to any of the unit members who are covered by this Master Contract is found to be invalid pursuant to any legislative, administrative, or judicial action, the parties will meet

to negotiate any necessary change to make the Master Contract whole relative to the affected provision in keeping with the impact bargaining provisions of Article 27.

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

By affixing our signatures, we affirm the respective party represented has taken necessary action to adopt or ratify this Master Contract, therefore, we affix our signature on this 14th day in the month of August in the year 2024.

For the Groveport Madison Local Board of Education

For July 1, 2024 through June 30, 2027

For the Groveport Madison Local Education Association

For July 1, 2024 through June 30, 2027

For the Groveport Madison Local Board of Education
For July 1, 2024 through June 30, 2027

8.14.2024
President Date

8-14-2024
Treasurer Date

8/14/24
Superintendent Date

For the Groveport Madison Local Education Association
For July 1, 2024 through June 30, 2027

Jay L Bock 8/14/24
President Date

Theresa Foster 8-14-24
Vice-President Date

CHANGE OF SALARY GROUP/DEGREE ALLOWANCE

Name _____

Building_____

I am providing documentation for a change from salary group_____ to salary group_____:

Bachelor's degree (Group 1)
Bachelor's degree with 15 graduate semester hours (Group 2)
Master's degree (Group 3)
Master's degree + 15 semester hours (Group 4)
Master's degree + 3-0 semester hours (Group 5)

Enclosed is my official college transcript verifying that I have completed additional semester hours (three (3) quarter hours equal two (2) semester hours).

Enclosed is documentation, including a certificate of attendance/completion, verifying that I have completed _____ C.E.U.s and/or _____ contact hours (thirty (30) contact hours equal one (1) semester hour).

NOTE: Unit members will have two (2) opportunities to move to a higher salary group during
any one (1) contract year.

A unit member may advance to a higher salary group effective at the beginning of their contract year provided that he or she verifies the change in salary group by submitting an official transcript to the Human Resources Department no later than October 10 of that school year.

A unit member may advance to a higher salary group to become effective April 1, provided that he or she verifies the change in salary group by submitting an official transcript to the Human Resources Department no later than April 10 of that school year.

Unit Member's Signature_____Date_____

Treasurer's Signature_____Date_____

Superintendent's Signature_____Date_____

GROVEPORT MADISON LOCAL SCHOOL DISTRICT

TUITION REIMBURSEMENT FORM
AND/OR
$25* PER SEMESTER HOUR CREDIT WITH FEE WAIVER
$125* PER SEMESTER HOUR CREDIT WITHOUT FEE WAIVER
DEADLINE-(Fall) NOVEMBER 10th and (Spring) MAY 10th

Unit Member Name:_____ Employee ID #:_____

Building Assignment:_____ Date:_____

Number of semester hours being submitted. (Please refer to table on back of this application to convert quarter hours to semester hours.)

Semester Hours:_____

If the semester hours being submitted are for the purpose of advancing to a higher salary group, please indicate below your current group assignment as well as the group to which you are applying. You must also complete the Change of Salary Group/Degree Allowance Form.

From Group #_____ to Group# _____

Please provide the necessary information below only if you are applying for the $25 per semester hour credit:

Semester Hours _____ x $25 = $_____

*$125.00 per semester hour without fee waivers for credit earned in courses that relate to the field of education.

Semester Hours _____ x $125 = $_____

Attach grade sheets or transcripts to this application and forward it to Human Resources no later than (Fall) November 10th and (Spring) May 10th.

****

Salary Category Change

Unit member will have two opportunities to move to a higher salary group during any one contract year. A unit member may advance to a high salary group effective at the beginning of their contract year provided that he/she verifies the change in salary group by submitting one (1) official transcript to Human Resources no later than (Fall) November 10th of that school year.

A unit member may advance to a higher salary group to become effective on April 1, provided he/she verifies the change in salary group by submitting one (1) official transcript to Human Resources no later than May 10th of that school year.

NOTE: New unit members to the district who are employed after the above dates are to give notice upon their date of employment.

Additional Training Requirement

Grade sheets or transcripts showing additional training must be filed with the Human Resources Department by November 10th and May 10th in order to be eligible for the reimbursement per semester hour for additional training earned since last fall or spring. Only those unit members who were employed in the Groveport Madison School District last year are eligible for this reimbursement.

GROVEPORT MADISON LOCAL SCHOOLS

The following guidelines will apply to the processing of fee waivers for any eligible unit member employed by the Groveport Madison Local School District. An ***eligible unit member*** is one who has been employed in the Groveport Madison Local School District.

The Fee Waiver Committee is comprised of the Executive Director of Human Resources or his designee, one principal, and the president of GMLEA.

1. The hours received from the Ohio State University, Ohio Dominican, Ashland University, Otterbein University and Capital University will be divided as equally as possible among all eligible unit members.

2. If an eligible unit member applied for hours and was granted a number of hours, and that unit member does not use the hours allocated to them anytime during the school year nor does the unit member notify the committee in writing the reason for non-use (i.e., the class was closed, cancelled, or other valid extenuating circumstances), ***that individual will not be granted hours for the next school year***.

3. Priority will be given to those unit members who host field placements and/or student teachers.

4. You will be notified when you can pick up hours at the administrative office.

THESE GUIDELINES WILL BE STRICTLY ENFORCED BY THE FEE WAIVER COMMITTEE. FEE WAIVERS WILL BE DISBURSED THREE TIMES PER YEAR.

Name:_____ Employee ID #_____
Date:_____

Building Assignment:_____ Years of service with the district :_____ (Seniority Date)
Indicate the ***actual number of hours*** that you are requesting for the **SEMESTER** or **SEMESTERS** that you plan to attend school during the school year.

Fall _____ Spring _____Summer_____

If you are applying for **OSU Fee Waivers** you must include your OSU Student ID number: _____

If you are applying for **Otterbein Fee Waivers** you must include your Otterbein Student ID number:_____

Do you want this application to serve all year long? Yes □ No □

This request is for hours from: OSU _____ Ohio Dominican_____ Ashland University _____ Capital University _____ Otterbein University_____

Personnel Use Only:

Approved IPDP on file with LPDC for renewal? Yes_____
No_____

Expiration date of license/certificate:
_____

Only requests on this form will be considered*

Groveport Madison Local Schools

MILEAGE REIMBURSEMENT FORM

Submit one completed copy to the Treasurer on or about the last day of December and last duty day of the year reimbursement is claimed.

NAME _____ DATE _____ MONTH _____

DAY OF MONTH	DESTINATION AND PURPOSE	TOTAL MILEAGE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		

TOTAL MILEAGE FOR MONTH _____

Reimbursement @ _____ per mile **AMOUNT DUE $**_____

Signature _____

(Unit member requesting reimbursement)

Approved by _____ Date _____

Groveport Madison Local Schools

NOTICE OF COMPLETION OF EXTRA-CURRICULAR ACTIVITY

Employee ID No. _____ CPR _____ FA _____ PAV _____

This notice will verify that on _____ the extra-curricular assignment of
(date)
_____ was successfully completed by
(fill in assignment)

_____ _____
Name of coach/advisor/teacher Date

_____ _____
Signature of building principal Date

_____ _____
Signature of athletic director (if applicable) Date

This notice was noted on the supplemental contract on this day, _____, by _____. The amount of the contract is $_____.

NOTICE OF VERBAL WARNING/VERBAL REPRIMAND

On _____, _____ received a
Date Name

verbal warning/verbal reprimand regarding:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

Signature of Administrator Signature of Unit Member*

*The signature of the unit member only indicates receipt of the verbal warning/verbal reprimand, not agreement regarding the verbal warning/verbal reprimand.

Groveport Madison Local Schools

SEVERANCE PAY BENEFICIARY UPDATE

According to Article 4, Section O-2, of the Master Contract, "Upon the death of a unit member, the Groveport Madison Local School District shall pay to the unit member's designated beneficiary, an amount equal to the value of the unit member's accrued, but unused, sick and personal leave days."

Please designate your beneficiary on the form below.

Unit Member Name (Printed) _____ Employee ID # _____

Beneficiary: (If you designate more than one, please include the percentage of the severance pay they are to receive.)

Primary Beneficiary	
Name(s)	Percentage of Severance Pay

Contingent Beneficiary	
Name(s)	Percentage of Severance Pay

Signature _____ Date _____

Send this form to the Treasurer's Office

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

SICK LEAVE BANK AUTHORIZATION

Name _____ Employee ID No. _____

Building _____

I hereby authorize the Groveport Madison Local School Board to deduct _____ sick day(s) from my accumulated amount according to Article 5, Section A-3, of our Master Contract. I understand this deduction will be transferred to a Sick Leave Bank account to be administered by the Groveport Madison Local Education Association.

Signature _____ Date _____

GMLEA Representative _____ Date _____

Original: Unit Member's Payroll File

Copy: GMLEA Sick Leave Bank Chairperson
Sick Leave Bank File – Personnel
Director of Certificated Personnel

DATE RECEIVED BY TREASURER'S OFFICE _____

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

SICK LEAVE BANK REQUEST FORM

Name _____ Employee ID No. _____

Building _____

I hereby certify that I have or will have exhausted my sick leave and personal leave as of (date) _____. According to Article 5, Section A3, of our Master Contract, I am requesting _____ day(s) of sick leave to begin on (date) _____ for the following reasons:

_____

_____

_____

_____

_____

_____

Signature _____ Date _____

GMLEA Sick Leave Bank Chairperson _____

Date _____

Original: Unit Member's Payroll File

Copy: GMLEA Sick Leave Bank Chairperson
Sick Leave Bank File – Personnel
Director of Certificated Personnel

DATE RECEIVED BY TREASURER'S OFFICE _____

DATE CREDITED TO RECEIVING UNIT MEMBER_____

EQUAL OPPORTUNITY EMPLOYER

Groveport Madison Local Schools

CONTRACT ADDENDUM AND WAIVER FOR STRS RETIREES

In consideration of the decision of the GROVEPORT MADISON LOCAL SCHOOL DISTRICT to employ me following my service retirement, and in consideration of the benefits which will otherwise accrue to me as a result of such retirement, I understand and agree that the terms of my employment and compensation will differ from that of other unit members and acknowledge that I have been provided information describing the terms of my employment and compensation as a STRS retiree at GROVEPORT MADISON LOCAL SCHOOL DISTRICT.

I understand that the terms of my employment and compensation as a STRS retiree at GROVEPORT MADISON LOCAL SCHOOL DISTRICT may involve the relinquishment of rights and benefits to which I might otherwise be entitled pursuant to Sections 124.39, 3317.12, 3317.14, 3319.07, 3319.08, 3319.081, 3319.083, 3319.084, 3319.11, 3319.111, 3319.12, 3319.13, 3319.131, 3319.141, 3319.16, 3319.17 of the Ohio Revised Code and other applicable provisions of law.

I hereby voluntarily **WAIVE AND RELEASE** any claims concerning the above-described rights and benefits which I might have against the GROVEPORT MADISON LOCAL SCHOOL DISTRICT, the Groveport Madison Education Association, or the officers, employers, or agents of either, past or present, including but not limited to any claims for age discrimination arising under the Ohio age discrimination laws, the federal age discrimination law (the Age Discrimination in Employment Act or "ADEA"), or a municipal ordinance.

I understand that the Groveport Madison Local School District recommends that I consult with an attorney before signing this Addendum. I understand that I may revoke this Addendum within 7 calendar days after signing it, and that in order of this revocation to be effective, written notice must be received by the Board no later than the close of business on the seventh day after I have signed this Addendum.

I also understand that by law, I am allowed 21 calendar days to review this Addendum before signing it. However, I am hereby voluntarily RELEASING AND WAIVING my right to this 21-day review period. I am NOT, however, waiving my right to revoke this Addendum 7 days after signing it, as described above.

UNIT MEMBER

_____

Date above signed:_____

Groveport Madison Local School District
BOARD OF EDUCATION

By_____
President

And by_____
Treasurer

Date above signed:_____