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COLLECTIVE BARGAINING AGREEMENT

between the

NEW LONDON BOARD OF EDUCATION

and the

NEW LONDON EDUCATION ASSOCIATION

July 1, 2024 - June 30, 2027

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ARTICLE I – RECOGNITION

1.01 RECOGNITION

A. Association Recognition

The New London Board of Education, hereinafter the "Board", hereby recognizes the New London Education Association, Ohio Education Association/National Education Association, hereinafter the "Association" or "NLEA", as the sole and exclusive bargaining representative for the purpose of collective bargaining.

B. Definition of the Bargaining Unit

1. Bargaining unit members, hereinafter "employees" or "teachers", shall mean only certified personnel under regular teaching contracts, including preschool teachers, employed by the Board including teachers employed as substitutes with an assignment to one (1) specific teaching position for a period of more than sixty (60) days.

2. The bargaining unit shall not include any personnel employed as management personnel, i.e., management level staff are defined as those employees who have the right to hire, fire, discipline, evaluate and/or recommend or participate in such actions, all other confidential employees, substitutes, temporarily certified tutors, or other casual employees.

The preschool teacher day and year may be different than the teacher day and year set forth in Article 7.08 to comply with ODE requirements to be a five-star preschool.

ARTICLE II – PROCEDURES FOR CONDUCTING NEGOTIATIONS

2.01 NEGOTIATING TEAMS

Members of the negotiations team for the Board shall be named by the Board. Members of the negotiations team for the Association shall be named by the Association. Each team may have up to seven (7) members.

2.02 DIRECTING REQUESTS

All requests for formal negotiations meetings shall be made in writing. Requests initiated by the Association shall be directed to the superintendent acting as representative of the Board. Requests initiated by the Board shall be directed from the superintendent to the president/co-presidents of the Association and/or the designated chairperson of the Association's Negotiation Team. The request for negotiations shall be submitted in writing on or before March 15 of any calendar year in which a current contract expires. A convenient meeting date shall be set no later than March 30, unless both parties agree to a later date. At the initial bargaining meeting, both parties shall submit to each other

proposals for negotiations in such written detail so that the proposals, if agreed to by the other party, would express the entire agreement between the parties with respect thereto. Thereafter, neither party shall submit additional items for negotiations except with the consent of the other party.

2.03 NEGOTIATION PROCEDURES

Designated representative(s) of the Board shall meet at mutually agreed upon places and times with representatives of the Association for the purpose of effecting a free exchange of facts, opinions, proposals and counter-proposals in an effort to reach mutual understanding and agreement. Both parties agree to conduct such negotiations in good faith and to deal openly and fairly with each other on all matters. Following the initial meetings, as described in Section 2.02 above, such additional meetings shall be held, as the parties may require, to reach an understanding on the issue(s), or until an impasse is reached. Meetings shall not exceed three (3) hours and shall be held at a time other than the regular school day.

2.04 CAUCUS

Upon request of either party, the negotiation meeting shall be recessed to permit the requesting party a period of time, not to exceed thirty (30) minutes, to caucus, unless extended time is mutually agreed upon.

2.05 PROGRESS REPORTS

The parties agree that during the period of negotiations and prior to reaching an agreement to be submitted to the Board and the Association, the proceedings of the negotiations shall not be released to the media unless such an issuance has the prior approval of both parties.

2.06 REACHING AGREEMENT

As tentative agreement is reached on each issue, it shall be so noted and initialed by each party. When consensus is reached covering the areas under discussion, the proposed agreement shall be reduced to writing as a tentative agreement and submitted to the Association and the Board for approval. Following approval by the Association and by the Board, the Board shall by resolution, adopt the agreement. The Association agrees to abide by the terms of the agreement and to take the necessary action to advise its members of the terms of the agreement.

2.07 IMPASSE PROCEDURE

A. In the event either of the parties declares impasse or in the event agreement is not reached on all items submitted for negotiations prior to the expiration of this Collective Bargaining Agreement (unless the parties mutually agree to a later date), a state of impasse shall be deemed to exist and all unresolved issues shall be submitted to mediation. Within ten (10) days of the declaration of impasse, or by

a mutually agreed upon date, the parties will request the Federal Mediation and Conciliation Service to appoint a mediator from its staff. The mediator shall meet with the parties or their representatives either jointly or separately, and shall take such steps as he/she may deem appropriate to persuade the parties to resolve their differences and to effect a mutually acceptable agreement.

B. Should the parties be unable to reach agreement as the result of the mediation process as defined above, the impasse provisions of this Collective Bargaining Agreement shall be deemed exhausted and members of the bargaining unit may exercise their right to strike pursuant to Ohio Revised Code 4117, provided however that the contract has expired and the ten-day notice has been filed pursuant to Ohio Revised Code 4117.

C. The parties agree that the mediation process as outlined above shall constitute a mutually agreed upon dispute settlement procedure that supersedes the statutory procedures set forth in Section 4117.14 of the Ohio Revised Code.

ARTICLE III – PROFESSIONAL GRIEVANCE PROCEDURE

3.01 GENERAL INFORMATION

A. A grievance is a complaint involving the alleged violation, misinterpretation or misapplication of a provision(s) of this Agreement and/or Board policy.

B. A grievant shall mean the Association, a person or group alleging some violation, misinterpretation, or misapplication of the aforementioned agreement has actually occurred. A grievance alleged to be a "group" grievance shall have arisen out of identical circumstances affecting each member of said group.

C. Informal settlements at any stage shall bind the immediate parties to the settlement but shall not be precedents in a later grievance proceeding. Such informal settlements shall not contradict or be in violation of the provisions of this agreement.

D. No reprisals of any kind shall be taken against any member participating in a grievance.

E. As used herein, "days" shall be working days. A working day during the summertime, when teachers are not working, is defined as a regular working day if the Board office is open.

F. The Association shall have the right to have a representative present at each step.

3.02 GRIEVANCE PROCEDURE

Step One: Any employee having a grievance shall first discuss such grievance with his/her building principal/immediate supervisor.

Step Two: If the discussion does not resolve the grievance to the satisfaction of the grievant, such grievant shall have the right to lodge a written grievance with such employee's immediate supervisor/building principal. If such grievance is not lodged within twenty (20) days following the act or condition which is the basis of said grievance, said grievance shall no longer exist. The written grievance shall be on the standard form which is attached hereto as Appendix A and shall contain a concise statement of the facts upon which the grievance is based and a reference to the specific provision of the memorandum, contract, policy, rule or regulation allegedly violated, misinterpreted or misapplied. A copy of such grievance shall be filed with the superintendent. The grievant shall have a right to request a hearing before the immediate supervisor/building principal. Such hearing shall be conducted within five (5) working days after the receipt of such request. The aggrieved shall be advised in writing of the time, place and date of such hearing and shall have the right to be represented at such hearing by counsel and/or by a representative of NLEA/OEA/NEA.

The immediate supervisor/building principal shall take action on the written grievance within five (5) working days after the receipt of said grievance, or, if a hearing is requested, within five (5) working days after the conclusion of said hearing. The action taken and the reasons for the action shall be reduced to writing and copies sent to the grievant and the superintendent.

Step Three: If the action taken by the building principal does not resolve the grievance to the satisfaction of the grievant, such grievant may appeal in writing to the superintendent. Failure to file such appeal within five (5) working days from receipt of the written memorandum of the immediate supervisor/principal's action on said grievance shall be deemed a waiver of the right to appeal. Upon request, a hearing shall be conducted by the superintendent within five (5) working days after the receipt of the request. The aggrieved shall have the right to be represented at such hearing by a representative of NLEA/OEA/NEA.

The superintendent shall take action on the appeal of the grievance within five (5) working days after receipt of the appeal, or, if a hearing is requested, within five (5) working days after the conclusion of said hearing. The action taken and the reasons for the action shall be reduced to writing and copies sent to the grievant and the immediate supervisor/building principal.

Step Four: If the superintendent's disposition of the grievance does not satisfactorily resolve the grievance, the grievant or the Association may, within five (5) days after the answer is given or should have been given, refer the grievance in writing to the Board. Within fifteen (15) days after such

referral, a committee of the Board shall meet in executive session with the grievant, representatives of the Association, and such others as deemed necessary for the purpose of resolving the grievance. The Board shall, by official action, make its answer to the grievance.

Grievances which are based upon alleged violations, misinterpretations, or misapplications of established Board policy may be appealed only to the Board, i.e. grievances based on Board policy may not be taken to arbitration.

Step Five: If action taken by the Board does not resolve the grievance to the satisfaction of the grievant and if the grievance arises from an alleged violation of the negotiated contract, the grievance may be appealed to the American Arbitration Association provided such appeal is within ten (10) days from the receipt of the Board's notice and has the concurrence of the Association's grievance committee.

If appealed to the Arbitrator, the Arbitrator shall be chosen from a list provided by the American Arbitration Association. Selection and hearings shall be in accordance with the voluntary rules and regulations of the American Arbitration Association. Either party may request a second list of arbitrators.

Bargaining unit members attending the arbitration hearing shall be released to participate in the hearing without the need to utilize any of the bargaining unit members' contractual leave provisions.

The Arbitrator shall hold the necessary hearing promptly, and shall issue an opinion in writing to all parties present at the hearing. The decision of the arbitrator shall be binding on the Board, the Association, and the grievant. However, the arbitrator shall expressly confine himself/herself to the precise issue(s) submitted for arbitration, and shall have no authority to determine any other issues not submitted to him/her. The arbitrator shall in no way interfere with management prerogatives involving Board discretion, nor limit nor interfere in any way with the powers, duties, and rules and regulations having the force or effect of law. Nor shall the arbitrator have the authority to subtract from, add to, or alter the terms of this contract.

The cost of arbitration shall be paid by the loser of said grievance, determined by the arbitrator. If a loser cannot be determined, the cost shall be shared equally by the Board and the Association.

ARTICLE IV – ASSOCIATION RIGHTS

4.01 MAIL

The Association, or any of its committees, shall be entitled to use the school mail and teachers' mailboxes for reasonable distribution of any material.

4.02 USE OF SCHOOL FACILITIES

The Association, or any of its committees, shall be entitled to use school facilities and equipment when such facilities and/or equipment shall be used for Association business only. Supplies necessary for the use of the equipment shall be furnished or paid for by the Association. When the custodian is on duty, the building may be utilized without cost to the Association.

4.03 BULLETIN BOARDS

The building principal shall designate bulletin space in each building for the general use of the Association. The bulletin board space shall be located in an area readily accessible to and reasonably frequented by teachers.

4.04 ORIENTATION OF NEW TEACHERS

The president/co-presidents and Executive Committee of the Association will be provided with adequate time to meet with teachers new to the system and to distribute information during either the morning or afternoon session of orientation activities.

4.05 ASSOCIATION BUILDING MEETINGS

Representatives of the Association will be allowed to call a meeting of Association members within the building, but not during the teacher day. The Association agrees to pay the cost of custodial fees if a meeting is scheduled during a time when custodians are not normally assigned.

4.06 DISTRIBUTION OF AGREEMENT

A. Within a reasonable time after this agreement is signed, copies of this agreement shall be ordered. The Association shall take the responsibility of having the agreement typed. The Association shall take the responsibility of duplicating the agreement. The Board and the Association shall share the cost of duplication, not to exceed $100.00. No charge will be made by either party for labor costs. The agreement shall also be available via intranet on the District internal server and will be accessible within thirty (30) days of receipt by both parties.

B. The Board and the Association shall have the opportunity to proofread and approve the agreement before and after printing.

C. The Association shall be forwarded one (1) copy for each bargaining unit member plus twenty (20) additional copies. The Board shall be forwarded one (1) copy for each Board Member plus twenty (20) additional copies.

D. Newly hired employees will be furnished a copy of this agreement by the Association.

4.07 PRESIDENT/CO-PRESIDENTS RELEASE TIME

The Board shall provide the Association president/co-presidents with up to three (3) hours of release time per week as requested by the president/co-presidents. The release time must be used for Association business/activities.

4.08 INFORMATION

The Association president/co-presidents shall be provided the following without charge:

A. Advance notice of all Board meetings at the same time such notice is supplied to news media.

B. Complete agenda for all regular and special Board meetings.

C. Copies of approved Board minutes.

D. Copies of all routinely prepared financial documents that are provided to Board members on a monthly basis.

E. A copy of the Board Policy Manual will be available on the website for review.

F. An annually updated seniority list by October 15, showing the date of hire as a regular employee, first day worked, areas of certification/licensure as shown by certificates/licenses on file with the Board office, contract status, and years of seniority to the last full year completed through June 30. Seniority shall be defined by Article VII (Section 7.02) of this Collective Bargaining Agreement. Each employee shall have a period of thirty (30) work days after October 15 (or the actual date the Association receives the list, if later than October 15) to advise the superintendent in writing of any inaccuracies, and the superintendent shall make such adjustment as may be in order and provide the corrected list within ten (10) working days.

4.09 PLACEMENT ON BOARD AGENDA

The Association president/co-presidents or designee shall be placed on the Board's agenda for each regular meeting and special meeting.

ARTICLE V – SALARY AND FRINGE BENEFITS

5.01 SALARY

A. The base salary shall be increased three and one-half percent (3.5%) effective July 1, 2024; three percent (3.0%) effective July 1, 2025; and two and one-half percent (2.5%) effective July 1, 2026.

B. For certified staff hired on or before January 1, 2015, in addition to the above-stated salaries, a five and one-half percent (5 ½%) pick-up of retirement shall be paid by the Board. The balance of each employee's retirement contribution will be tax-sheltered. The 5 ½% pick-up of retirement shall also apply to wages paid for positions listed on the Supplementary Salary Schedule.

C. For certified staff hired after January 1, 2015, the certified staff shall pay the employee share of STRS. Starting with the 2015-16 school year, a neutral cost amount to the Board will be transferred to the BA+0 and a new salary schedule will be created to replace the previous 5.5% pickup of retirement paid by the Board for new certified staff.

D. If during the life of this contract the state minimum base salary and/or the state minimum index are increased to levels which exceed those agreed to in this contract, the base salary and/or the index shall be increased to the state mandated levels.

5.02 SALARY SCHEDULES (See Appendices D-1, D-2, and D-3)

5.03 SUPPLEMENTAL SALARY SCHEDULE (See Appendix E)

It is agreed that the Board, in consultation with the Association co-presidents, has the right to create new positions on the supplemental salary schedule. Such new positions would be open for negotiations at the expiration of the current collective bargaining agreement.

5.04 HEALTH INSURANCE

A. Starting with the 2024-2025 school year, the Board shall pay 88% of the monthly premium for medical insurance (medical and R_x), and employees shall pay 12% of the monthly premium. Bargaining unit members will contribute $5.00 per month toward the dental premium.

B. An employee may enroll in or change the status of his/her insurance coverage due to any of the following conditions:

1. open enrollment period(s)

2. change in marital status

3. birth or adoption of a child

4. death of spouse or dependent

5. any event outside of the spouse's or employee's control which causes loss of insurance

6. any event which changes dependent status.

C. An Employee Health Benefits Committee comprised of four (4) teachers – one (1) from each of the four (4) buildings and appointed by the Association, the Association president/co-presidents (or designee), the superintendent, treasurer, and two (2) non-certificated/licensed personnel shall be established on an annual basis.

The purpose of this committee is to review health insurance-related information, assist in the dissemination of such information to staff, and bring health benefits concerns to the committee for discussion and response.

The Employee Health Benefits Committee shall have no authority to alter the benefit of any health insurance program.

D. A bargaining unit member may elect not to receive any insurance coverage provided above (Medical, Dental or Vision) and instead elect to receive additional compensation less applicable payroll deductions, to be paid on August 1 following the plan year of non-participation.

The following tiered system shall be used for the additional compensation:

Number of teachers that elect to receive additional compensation	Amount of compensation
1-3	$1,600
4-6	$2,600
7-9	$3,600
10 and over	$4,600

Husbands and wives who are both employed by the New London Local Schools are not eligible for this compensation. This payment shall be processed in accordance with the District's §125 Plan.

In order to elect this option and receive this additional compensation, the bargaining unit member must notify the treasurer on a Board provided waiver form of his/her desire to waive insurance coverage no later than August 31.

In the event of a change in the need for insurance, the employee may reinstate coverage according to Article V and the insurance policies. There shall be no pre-existing condition exclusion for any teacher who re-enters the insurance program.

E. Effective July 1, 2015, or as soon thereafter as permitted, the plan shall be the HESE wellness plan, which has been provided to the NLEA bargaining team.

F. Starting with the 2018-2019 School Year, the HESE Optional Plan shall be provided to employees. The Board shall pay ninety percent (90%) of the monthly premium for medical insurance (medical and R_x), and employees shall pay ten percent (10%) of the monthly premium. The Board will provide a flexible spending account (FSA) card for employees who elect to take this plan. The Board shall pay One Thousand Five Hundred Dollars ($1,500.00) into the FSA account for family coverage and Seven Hundred Fifty Dollars ($750.00) into each account for a single plan each school year, unless those amounts are greater than IRS limits. Bargaining unit members will contribute Five Dollars ($5.00) per month toward the dental premium.

G. Spousal Exclusion

If an employee's spouse is eligible to participate, as a current employee, self-employed individual (other than a sole proprietor) in a business or organization (e.g., partner, member), or retiree in group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or any retirement plan, the spouse must enroll for coverage in such employer, business, organization, or retirement plan sponsored group insurance coverage(s) no later than July 1, 2024.

This requirement does not apply to any spouse who:

- Works less than 20 hours per week AND is required to pay more than 50% of the single premium to participate in his/her employer's, business's, organization's or retirement plan's group health insurance coverage and/or prescription drug insurance.

- Is employed by another Huron-Erie School Employee Insurance Association (HESE) district, provided the spouse does not receive any available payment (or any other form of remuneration) from that HESE district for waiving health insurance and/or prescription drug insurance coverage.

Upon the spouse's enrollment in any such employer, business, organization, or retirement plan sponsored group insurance coverage, that coverage will become the primary payor of benefits and the coverage sponsored by HESE will become the secondary payor of benefits according to the primary plan's Coordination of Benefits and participation rules.

Any spouse who fails to enroll in any group insurance coverage sponsored by his/her employer, business, organization, or any retirement plan, as required by this Section, shall be ineligible for benefits under such group insurance coverage sponsored by HESE.

It is the employee's responsibility to advise the HESE Health Benefit Plan (the "Plan") immediately (and not later than 30 days after any change in eligibility) if the employee's spouse becomes eligible to participate in group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or retirement plan after July 1, 2024. Upon becoming eligible, the employee's spouse must enroll in any group health insurance and/or prescription drug insurance sponsored by his/her employer, business, organization, or retirement plan unless he/she is exempt from this requirement in accordance with the exemptions stated in this Section.

Every employee whose spouse participates in HESE's group health insurance coverage and/or prescription drug insurance coverage shall complete and submit to the Plan, upon request, a written certification verifying whether his/her spouse is eligible to participate in group health insurance coverage and/or prescription drug insurance coverage sponsored by the spouse's employer, business, organization, or any retirement plan. If any employee fails to complete and submit the certification form by the required date, such employee's spouse will be removed immediately from all group health insurance and/or prescription drug insurance coverages sponsored by HESE. Additional documentation may be required.

If you submit false information, or fail to timely advise the Plan of a change in your spouse's eligibility for employer (or business, organization, or retirement plan) sponsored group health insurance and/or prescription drug insurance, and such false information or such failure by you results in the Plan providing benefits to which your spouse is not entitled, you will be personally liable to the Plan for reimbursement of benefits and expenses, including attorneys' fees and costs, incurred by the Plan. Any amount to be reimbursed by you may be deducted from the benefits to which you would otherwise be entitled. In addition, your spouse will be terminated immediately from group health insurance and/or prescription drug insurance coverage under the Plan. If you submit false information, you may be subject to disciplinary action, up to and including termination of employment.

Notification and forms required by this provision shall be provided by the Board.

SCHEDULE OF BENEFITS

The Plan has two (2) open enrollment periods. The first open enrollment period is during the month of January with coverage effective January 1. The second open enrollment period is during the month of September with coverage effective September 1.

COMPREHENSIVE MAJOR MEDICAL EXPENSE COVERAGE

The Plan will pay, after satisfaction of the specified Deductible Amount, the Benefit Percentage indicated in the Schedule of Benefits, subject to the specified maximum:

The level of benefits payable under this Plan depends on whether a Covered Person chooses to obtain medical care from a Network or Non-Network Provider. The Plan encourages the selection of a Network Provider by paying higher benefits when a Covered Person obtains medical care from a Network Provider.

Certain facilities, medical centers, and medical providers have been designated as Network Providers under the Plan. Treatment obtained from any Network Provider is payable as specified in the Schedule of Benefits under Network benefits.

All other medical providers and facilities are considered Non-Network Providers. Treatment obtained from any Non-Network Provider is payable as specified in the Schedule of Benefits under Non-Network benefits.

Charges made by a Non-Network Provider may exceed the Reasonable and Customary (R&C) amount for such procedures and a Covered Person may be balance billed for the difference.

Overall maximums are Plan maximums that apply to Network and Non-Network benefits combined.

MAJOR MEDICAL EXPENSE COVERAGE

MEDICAL MUTUAL

Huron-Erie School Employee Insurance Association - Wellness Plan

SuperMed PPO | MEDICA

Benefits	Network	Non-Network
Benefit Period	January 1st through December 31st	
Dependent Age Limit	26; Removal upon End of Month	
Blood Pint Deductible	0 pints	
Overall Annual Benefit Period Maximum	Unlimited	
Wellness Plan (buy-down) Deductible – Single/Family[1*]	$500 / $1,000	$500 / $1,000
Wellness Plan (without buy-down) Deductible - Single/Family[1**]	$750 / $1,500	$750 / $1,500
Requirements for Wellness Plan (Deductible change occurs on calendar year basis)	*Complete Screening and/or Physician form and Health Assessment - November 1st.*	*Complete Screening and/or Physician form and Health Assessment - November 1st.*
Coinsurance	90%	70%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	$1,000 / $2,000* $750 / $1,500**	$2,500 / $5,000* $2,250 / $4,500**
Coinsurance Out-of-Pocket Maximum (Including Deductible) - Single/Family	$1,500 / $3,000* $1,500 / $3,000**	$3,000 / $6,000* $3,000 / $6,000**
Maximum Coinsurance Out-of-Pocket (COOP)[7] (Medical copays paid once deductible and coinsurance out-of-pocket maximum have been met) - Single/Family Effective 01/01/14	$1,500 / $3,000* $1,500 / $3,000**	$3,000 / $6,000* $3,000 / $6,000**

Benefits	Network	Non-Network
Physician/Office Services		
Office Visit (Illness/Injury)[2, 7]	$25 copay, then 100%	$25 copay, then 70%
Specialist Office Visit[2, 7]	$40 copay, then 100%	$40 copay, then 70%
Urgent Care Office Visit[2, 7]	$40 copay, then 100%	$40 copay, then 70%
Preventive Services		
Preventive Services, in accordance with federal law[6]	100%	70% after deductible
Routine Physical Exams	100%	$25 copay, then 70%
Well Child Care Services Including Exam, Routine Vision, Routine Hearing Exams, Well Child Care Immunizations and Laboratory Tests (Birth to age 21 - Unlimited)	100%	$25 copay, then 70%
Routine Mammogram (One per benefit period)	100%	70% not subject to deductible
Routine Pap Test (One per benefit period)	100%	70% not subject to deductible
Routine Prostate Specific Antigen (PSA)	100%	70% not subject to deductible
Routine Endoscopies	100%	70% not subject to deductible
All Routine X-rays, Medical Tests and Laboratory Tests	100%	70% not subject to deductible
Outpatient Services		
Surgical Services	90% after deductible	70% after deductible
Diagnostic Services	90% after deductible	70% after deductible
Physical & Occupational Therapy - Facility and Professional (40 visits combined per benefit period)	90% after deductible	70% after deductible
Chiropractic Therapy - Professional Only (12 visits per benefit period)	50% after deductible	50% after deductible
Speech Therapy – Facility and Professional (20 visits per benefit period)	90% after deductible	70% after deductible
Cardiac Rehabilitation	90% after deductible	70% after deductible
Emergency use of an Emergency Room[3, 7]	$100 copay, then 100%	
Non-Emergency use of an Emergency Room[4, 7]	$200 copay, then 90%	$200 copay, then 70%
Inpatient Facility		
Semi-Private Room and Board – Including Ancillaries (365 days per in-hospital benefit period[5])	90% after deductible	70% after deductible
Maternity	90% after deductible	70% after deductible
Skilled Nursing Facility (Two days available for each unused in-hospital day)	90% after deductible	70% after deductible
Human Organ Transplants	90% after deductible	70% after deductible
Additional Services		
Allergy Testing and Treatments	90% after deductible	70% after deductible
Ambulance - air if medically necessary	90% after deductible	
Durable Medical Equipment	90% after deductible	70% after deductible
Home Healthcare	90% after deductible	70% after deductible
Hospice Services	90% after deductible	70% after deductible
Private Duty Nursing	90% after deductible	70% after deductible
Benefits	Network	Non-Network

Mental Health and Substance Abuse - Federal Mental Health Parity	
Inpatient Mental Health and Substance Abuse Services	Benefits paid are based on corresponding medical benefits
Outpatient Mental Health and Substance Abuse Services	

Note: Services requiring a copayment are not subject to the single/family deductible.

Deductible and coinsurance expenses incurred for services by a non-network provider will also apply to the network deductible and coinsurance out-of-pocket limits. Deductible and coinsurance expenses incurred for services by a network provider will also apply to the non-network deductible and coinsurance out-of-pocket limits.

Non-Contracting and Facility Other Providers will pay the same as Non-Network.

Benefits will be determined based on Medical Mutual's medical and administrative policies and procedures.

This document is only a partial listing of benefits. This is not a contract of insurance. No person other than an officer of Medical Mutual may agree, orally or in writing, to change the benefits listed here. The contract or certificate will contain the complete listing of covered services.

In certain instances, Medical Mutual's payment may not equal the percentage listed above. However, the covered person's coinsurance will always be based on the lesser of the provider's billed charges or Medical Mutual's negotiated rate with the provider.

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[1]Maximum family deductible. Member deductible is the same as single deductible. 4th quarter carryover applies.

[2]The office visit copay applies to the cost of the office visit only.

[3]Copay waived if admitted. The copay applies to room charges only. All other covered charges are not subject to deductible.

[4]Copay waived if admitted. The copay applies to room charges only. All other covered charges are subject to deductible and coinsurance.

[5]An in-hospital benefit period is a period of time beginning when the member enters a hospital and ending when he/she has been out for 90 consecutive days.

[6]Preventive services include evidence-based services that have a rating of "A" or "B" in the United States Preventive Services Task Force, routine immunizations and other screenings, as provided for in the Patient Protection and Affordable Care Act.

[7]COOP - Coinsurance Out-of-Pocket Maximum - Once deductible & coinsurance maximum has been met, all network services will pay at 100%.

PRESCRIPTION DRUG EXPENSE COVERAGE

Covered by wellness plan.

DENTAL EXPENSE COVERAGE

Dental Expense Coverage for a Dependent child is available from birth to age twenty-three (23). Dental Expense Coverage eligibility extends from age twenty-three (23) to age twenty-five (25) provided the child is a full-time student at an accredited school, college or university. Proof of full-time student status will be required.

Calendar Year Maximum for
Other than Orthodontic Services.....$1,500

Orthodontic Lifetime Maximum.....$1,000

Calendar Year Deductible Amount

Individual.....$25
Family.....$50

The Deductible Amount is waived for Preventive & Diagnostic Services and Orthodontic Services.

Benefit Percentage

Preventive & Diagnostic Services.....100% of R&C
Basic Restorative Services..... 80% of R&C
Major Restorative Services..... 60% of R&C
Orthodontic Services..... 60% of R&C

5.05 SECTION 125 ACCOUNT

A Section 125 flexible spending account shall be available to each employee. Participation in such a flexible spending account shall be at the option of each individual employee. Administrative costs required by the plan shall not be paid by the Board.

5.06 LIFE INSURANCE

A. The Board shall provide for each bargaining unit member a fifty thousand dollar ($50,000) term life insurance policy with a fifty thousand dollar ($50,000) accidental death and dismemberment provision in accordance with the life insurance plan design. The Board shall guarantee that any reduction in benefits do not begin until age fifty-five (55) during this collective bargaining agreement.

B. Employees shall be provided with the life insurance explanation of benefits each school year.

5.07 PAYCHECKS

A. The Board will provide the teacher with a twenty-six (26) pay period plan.

B. The twenty-six (26) pay period is a biweekly pay period plan. Teachers shall receive their paychecks every other Friday except as elsewhere provided.

C. Employees shall be paid utilizing direct deposit of paychecks. The following notices shall be sent via e-mail:

Staff News and Notes
Vacancy Notices

If the employee who chooses this option cannot access school e-mail from home, he/she must provide a home e-mail address.

D. Pay for supplementals shall be paid in a lump sum after the supplemental activity has ended and proof has been provided that all obligations have been fulfilled.

5.08 PAYROLL DEDUCTIONS

In order for a new payroll deduction to be added, there must be a minimum of five (5) members of the bargaining unit requesting that deduction.

The Board agrees to deduct from the wages of any employee-member of the Association the dues, initiation fees, and assessments of the Association, upon presentation of a written deduction authorization from any member of the Association. This deduction shall be without cost to the Association or the member.

A member who wishes to cancel payroll deduction of dues may do so by notifying the Association co-presidents and Association Treasurer and District Treasurer, in writing, not less than two (2) weeks prior to the effective date of the payroll change.

5.09 SEVERANCE PAY

An employee of the New London Schools will be paid a portion of his/her accumulated sick leave in the form of severance pay as follows:

A. An employee must meet the retirement qualifications established by S.T.R.S.

B. An employee must retire from active employment in the New London Local School District.

C. Payment shall be made according to the following formula:

Employee's current per diem x ¼ of accumulated sick leave per the following tiered system:.

Total Accumulated Days	Maximum Severance Day	Maximum Days for severance
0-249	230	57.5
250-269	250	62.5

270-280	270	67.5

D. Severance pay will be calculated, using the employee salary schedule or pay scale in effect at the date of retirement. A salary schedule or pay scale will be considered in effect if an employee receives one (1) pay calculated on the salary schedule or pay scale.

E. Severance pay shall be paid in one (1) payment following verification by the treasurer that the employee has accepted retirement from S.T.R.S.

F. An employee who intends to retire during the school year shall notify the Board, in writing, of the employee's intent at least twenty (20) work days in advance.

G. A teacher who has taught a minimum of ten (10) years in the New London School System and who qualifies for retirement in the state of Ohio will have severance paid to the estate upon the employee's death.

5.10 RETIREMENT INCENTIVE

A. Any teacher who formally announces his/her intent to retire must give notice sixty (60) calendar days prior to the actual date of retirement and prior to March 1 of the current school year. The effective date of retirement must be on or before August 1 of the current school year. If the teacher does in fact retire, he/she shall be eligible for a retirement incentive. In addition to the severance listed under current Section 5.09 (Severance Pay), the Board of Education shall pay each eligible employee a sum of three hundred dollars ($300) for every year of bargaining unit service to the New London Local School District up to thirty (30) years' service. Payment shall be made in a lump sum.

B. For purposes of this provision, "eligible to retire" shall mean the first year they are eligible to retire with an unreduced retirement benefit as determined by the State Teachers Retirement System (STRS). Employees who otherwise meet STRS eligibility but who do not have thirty (30) years of service may elect to retire, but are not required to do so, and will be deemed eligible to receive this retirement incentive payment at the time of retirement.

C. Effective July 1, 2018, for employees who exceed the first year they are eligible to retire with an unreduced retirement benefit as determined by STRS and elect not to retire, there will be a reduction of the final retirement incentive payment of Three Hundred Dollars ($300.00) for each year of service beyond the first year of the unreduced retirement benefit as determined by STRS.

5.11 TUITION REIMBURSEMENT

A. The New London Board will reimburse members of the certified staff for eighty percent (80%) for college courses taken in an approved area.

B. Reimbursement will be made upon successful completion of course. Total Board cost will not exceed twenty thousand dollars ($20,000) per school year. In order to be eligible for reimbursement for course work, the staff member must apply in writing to the superintendent prior to taking the course to determine applicability of course and availability of funds.

C. As a result of having all of the first semester funds completely encumbered, on June 30 of each calendar year, any remaining tuition reimbursement monies from the second semester will be paid to staff members who were eligible for, but who were not previously reimbursed for, course work taken. Such payment will be made to staff members in the order the applications were received.

D. GUIDELINES

1. All written applications must be submitted to and approved by the superintendent of schools. All written applications for tuition reimbursement will be considered on a first come/first serve basis. An employee may not request the superintendent's approval more than sixty (60) days immediately preceding the starting date of the class(es) he/she plans to take.

2. The course work must take place in a teacher's related subject areas, broadened certification/licensure areas, or assigned academic areas. Each certified staff member shall be eligible for eighty percent (80%) reimbursement of the cost of quarter hours or semester hours up to a maximum of one thousand dollars ($1,000) per school year. A maximum of one (1) non-credit workshop may be included in the above course work.

3. The bargaining unit member will receive reimbursement of the course work; a grade of "C" or better, or of "passing" if the course is graded pass/fail basis and upon presentation to the Board treasurer of proof of payment to the institution granting the credit.

4. The money in the tuition reimbursement fund will be divided equally into two (2) segments. The first one-half of the money will cover applications from July 1 through December 31. The second one-half of the money will cover applications from January 1 through June 30. Any money left from the first segment will be carried over to the second segment. As soon as requests are approved by the superintendent, the reimbursement amount will be encumbered on the books of the New London Local School District.

5. In order to receive the eighty percent (80%) reimbursement for summer course work, the teacher must complete the following school year as a teacher for the New London School District or reimburse the amount of reimbursement to the New London Board.

Teaching staff members must work the following year for the New London Local Schools or they will be responsible for repayment to the Board of Education the reimbursement that they received as follows:

a. Failure to complete the next instructional year shall result in the teacher reimbursing the District either through direct payment or payroll deduction seventy-five percent (75%) of the tuition reimbursement amount.

b. No repayment will be required for members who leave the employment of New London Local Schools for reason of RIF, non-renewal, termination, disability, or retirement.

6. Course work must be scheduled at times that do not interfere with the normal duties of the teacher.

7. A teacher on a leave of absence does not qualify for the tuition reimbursement program; however, such teacher may apply for tuition reimbursement while on leave of absence. This reimbursement would pertain to the ensuing academic year when the teacher has returned to their New London teaching assignment.

8. Those applicants whose initial requests were disallowed due to lack of funds may resubmit a like application at the end of the designated school year if funds are yet available (June 20). The application will be considered in order of initial application.

Further, if a bargaining unit member decides not to enroll in or to complete a course, the applicant will promptly inform the superintendent and the reimbursement chairperson, appointed by the Association president/co-presidents. The treasurer must also be promptly notified so that the encumbrance may be canceled on the financial record.

9. Every attempt will be made to insure reimbursement occurs within four (4) weeks of proof of successful completion of course work per item #3.

10. The reimbursement chairperson will receive an updated record of approved applications for that time segment on a monthly basis, as appropriate, from the district treasurer. This record will consist of the names and the corresponding dollar amounts of the applications. A financial statement showing current encumbrances is also always available at the treasurer's office.

E. The New London Board of Education, with recommendation from the Superintendent, may determine that certain positions requiring advanced degrees are in short supply and request that staff apply for an enhanced tuition reimbursement program.

A staff member can apply for the enhanced tuition reimbursement program once each school year.

a. The Superintendent shall make the final determination of positions that qualify for this program.

b. The Superintendent shall make the final determination regarding acceptance into this program and the decision of the Superintendent is not subject to the grievance procedure.

c. The district shall increase the amount eligible for reimbursement to be equal to the maximum IRS allowable amount prior to being classified as a taxable benefit. The district may provide reimbursement for staff accepted into this program that have already completed coursework prior to acceptance. This amount shall not count against the monies allocated in Paragraph B.

d. The bargaining unit member will receive reimbursement of the course work; a grade of "C" or better, or of "passing" if the course is graded pass/fail basis and upon presentation to the Board treasurer of proof of payment to the institution granting the credit.

e. After acceptance into the program, the district may recoup monies reimbursed to the teaching staff member if:

    i. The teaching staff member fails to complete the program, or;

    ii. The teaching staff member leaves the district before serving in a position aligned to the courses for which the reimbursement was made for at least four (4) years and/or failure to complete at least four (4) years with the district outside of the position, for each enhanced reimbursement tuition provided to the employee, with each four year period beginning from the date of payment. A twenty-five percent (25%) reduction will be applied to the amount for every year of service.

    iii. Extenuating circumstances that prevent the teacher from meeting the above criteria may be presented to the Superintendent for consideration on a case by case basis.

    iv. No repayment will be required for members who leave the employment of New London Local Schools for reasons of RIF, non-renewal, termination, or disability or retirement.

    v. The amount recouped by the district shall be reduced by the amount provided under Paragraph D (Guidelines) of this Section.

5.12 HOME INSTRUCTION TUTORS

Persons working as home instruction tutors outside of the school day shall be employed as follows:

A. Tutoring position(s) shall first be offered to teachers. If no teacher accepts the assignment, the Board may offer the position(s) to others properly certificated/licensed outside of the bargaining unit.

B. Tutors shall be paid Twenty-Two Dollars ($22.00) per hour.

5.13 REIMBURSEMENT FOR COST OF BACKGROUND CHECKS

The Board will reimburse bargaining unit members for 100% of any costs incurred related to state and federal background checks required by the Ohio Revised Code. Bargaining unit members shall apply for such reimbursement to the Treasurer's office and provide receipt that the individual has paid for the background check.

Such reimbursement shall be paid by the Board for the maximum amount being charged by background check stations designated by the Board. Any amounts greater than this amount will be assumed by the bargaining unit member.

5.14 SUPPLEMENTAL SALARY SCHEDULE COMMITTEE

A. The number and subject matter of each supplemental contract position shall be based on the recommendation of the Superintendent. In making such decisions, a number of factors shall be considered, including student and instructional staff interest in the subject matter, as well as student and staff safety, with the paramount consideration being the best educational interests of the District.

B. A subcommittee shall be formed prior to the start of each athletic season, for athletics supplemental contracts only, to determine staffing needs based on participation for each supplemental position. The subcommittee will have equal representation from NLEA (selected by NLEA) and the Administration. Participation increases/decreases that justify an increase or decrease in positions will be recommended by consensus by the subcommittee to the Superintendent, for review and submission to the Board for consideration and approval.

ARTICLE VI – LEAVES OF ABSENCE (Paid and Unpaid)

6.01 SICK LEAVE

A. Each employee shall be entitled to fifteen (15) days sick leave with pay, for each year under contract, which shall be credited at the rate of one and one-fourth (1 ¼) days per month. Unused sick leave shall accumulate to two hundred eighty (280) days.

B. Employees may use sick leave for absence due to personal illness, pregnancy, injury, exposure to contagious disease which could be communicated to others and for absence due to illness, injury, or death in the immediate family. The

Superintendent may require employees who are absent from school for reasons that could affect their ability to perform his/her job to provide a physician's note to be approved for a return to work.

C. For illness in the immediate family, sick leave may be used on the same basis as for personal illness. Immediate family is defined as follows: father, mother, spouse, child, sister or brother, or any other relative living under the same roof. (This shall not include permanent disability nor invalid care for other than the employee except on a short term or emergency basis).

D. When the illness of a member of the employee's immediate family not residing in the same household requires the attendance of the employee, sick leave may be limited to five (5) days at one time. This limit may be extended at the discretion of the superintendent.

E. For deaths of immediate family as defined in (C), five (5) days may be used for such death. For the deaths of relatives, up to three (3) days may be used for such death. For the purposes of bereavement, relatives are defined as blood relatives, step relatives and in-laws, any relative living in the home of the employee, or other persons who have assumed similar positions. These days will not be deducted from sick leave. An additional three (3) days may be granted by the superintendent if the superintendent determines that such days are warranted. These three (3) additional days, if granted, shall be charged to sick leave.

F. For absence due to the death of a close friend, a maximum of two (2) days annually of sick leave may be used. Additional days of absence shall be charged to personal leave or be unpaid if personal leave days are exhausted.

G. If an employee exhausts all sick leave accumulation, accrued wages shall be paid out in the normal pay intervals until all accrued wages are exhausted. During this period, all benefits provided under the terms of this negotiated contract shall be continued.

H. The Labor Management Committee may present a teacher's catastrophic (as defined by FMLA) or crisis situation to the Board for consideration and will be reviewed every 30 days. After the issue is discussed by both parties and if the Board approves donations, teachers may donate some of their accumulated sick leave to help the members of their bargaining unit. Prior to use of this provision, the Board will advance the teacher 5 sick days.

I. Sick leave incentives will be offered as a means to increase attendance and reduce substitute costs. Each employee may participate in a Conversion of Unused Sick Leave and/or Personal Leave Conversion and/or Calendar Leave Sick Leave Incentive.

Conversion of Unused Sick Leave: Employees may convert up to five (5) days of sick leave for cash after ten (10) years of service in the District and at least one hundred (100)

days of accumulated and unused sick leave days. The following chart will be used to determine eligibility based on the years of experience and sick leave day accumulation as of the end of each contract year(s) and the payout based on the number of accumulated days.

Days	5 Days Max
100-149 Days	$71.92
150-199 Days	$81.37
200 + Days	$86.14

To participate, an employee must fill out The Conversion of Unused Sick Leave Form, per *Appendix I.* The form must be turned in to the Treasurer's Office by July 1 of each school year to convert sick leave based on the sick leave accumulated and unused during the previous school year. The Treasurer's Office will issue the payment on or before the second pay in August of each year.

The employee's sick leave balance will be reduced by the number identified in their Conversion of Unused Sick Leave Form.

The sick leave payout will not exceed Thirty Thousand Dollars ($30,000.00) to the District. The conversion payout will be divided equally to the eligible employees if the maximum is achieved.

Personal Leave Conversion: An employee with one hundred (100) unused sick leave days may convert ten (10) sick leave days to one (1) personal leave day up to two (2) days per year.

To participate, an employee must fill out the Personal Leave Conversion Form, per *Appendix J* and turn it in to the Treasurer's Office by thereafter through September 1 of each year.

Any form turned in after September 1st will be submitted to the Superintendent for approval consideration.

The additional personal leave days converted for sick leave pursuant to this section cannot be used to convert personal days pursuant to 6.04.

Only a maximum of five (5) personal leave days can be in an employee's accumulation in a contracted year.

The employee's sick leave balance will be reduced by the Personal Leave Conversion.

Calendar Leave Sick Leave Incentive: An employee who misses three (3) or less sick leave days may choose not to report the last work day of the school calendar. To qualify, an employee must have completed all building-level checkout requirements and be approved by the building administrator.

6.02 LEAVE OF ABSENCE (UNPAID) For More Than 5 Days

A. A leave of absence for one (1) year shall be granted by the Board to members of the teaching staff for the following purposes:

1. Personal illness
2. Physical or mental disability
3. Maternity/paternity/adoption

B. The Board may, but shall not be obligated to do so, grant an unpaid leave for the following purposes if so recommended by the superintendent. Whenever possible, the request should be made by May 10.

1. Educational or professional purposes
2. Election to political office
3. Government or religious service
4. Extraordinary personal circumstances

C. An employee desiring such leave shall present to the superintendent, in writing, a request stating clearly the reason and purpose of the leave. Except in emergency situations or when there are extenuating circumstances the request shall be presented at least two (2) weeks prior to the next regularly scheduled Board meeting. When the reason for the leave is personal illness or physical or mental disability, an employee shall also attach a doctor's statement.

D. The superintendent shall report the request to the Board at the next regular meeting. Without request, the Board may grant a leave of absence because of physical or mental disability.

E. If a leave of absence is granted for personal illness or physical or mental disability, it may be extended for a second year by written request presented to the superintendent and with the approval of the Board.

F. Any employee who is on leave of absence, and who wishes to return to his/her duties at the beginning of the following school year, shall notify the superintendent of such intention not later than April 1st.

G. Upon return from a leave of absence, a teacher shall resume the contract status held prior to such leave and will be returned to a position for which he/she is qualified. Teachers using any Board approved leave of absence shall not lose seniority held prior to the leave, nor shall they gain additional seniority for the time on leave. Teacher(s) on an unpaid leave(s) of absence as stated herein shall not be eligible to receive any of the following benefits:

1. The accrual of sick leave
2. The accrual of personal leave
3. Payment for calamity day(s)

H. An employee shall be eligible to have any and all of his/her insurance coverage continued during an unpaid leave of absence, as provided by the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) and any other applicable statutes.

6.03 ASSAULT LEAVE

Notwithstanding the provisions of Section 3319.141 of the O.R.C., the Board will grant assault leave to covered employees absent due to physical or mental disability resulting from assault under the following conditions:

A. Any certified teacher who must be absent from his/her duties due to physical or mental disability resulting from an assault while teaching or in school related activities, on or off school premises, before, during, or after school hours, will be paid his/her full scheduled compensation for the period of such absence. Assault shall be defined as an unlawful attempt to do bodily injury to a teacher.

B. Prior to approving assault leave, the superintendent shall determine that the cause was school related. The teacher must file charges against the assailant. Before assault leave will be granted, the teacher shall furnish to the superintendent a written, signed statement describing the circumstances and events surrounding the assault, including the location and time of the assault, names and addresses of witnesses (if known), and a physician's statement as to the nature of the disability and its possible duration. The superintendent shall review the statement and make any further investigation he/she deems advisable. If the assault leave extends beyond the school year in which the assault occurred, the superintendent may request medical confirmation for the extension from a physician mutually agreed upon with the Association.

C. An employee who is assaulted and takes time off to visit a doctor or hospital shall have that time charged to assault leave.

6.04 PERSONAL LEAVE

A. There will be three (3) personal days per year.

B. Personal leave will be for the purpose of transacting matters of personal business or activity or attending an unrepeatable event which cannot be done at any other time than the regular work day. It is granted on the approval of the Personal Leave Committee and should be applied for at least eight (8) days prior to the time of expected absence, or within five days after an absence which occurred unexpectedly. Teachers are discouraged from using personal leave consecutively or to extend holiday or scheduled school breaks.

Personal leave is not cumulative from year to year. Violation of the intent of the Personal Leave Policy may lead to disciplinary action.

Some suggestions as to its use are as follows:

- Family obligations – Funeral (not immediate family), Graduation or Wedding of some member of the immediate family. (The employee's graduation or wedding included.)

- Business requirements – urgent or needed.

- Court action or cases where subpoenaed as witness. In cases of Jury Duty, employees will utilize jury duty leave pursuant to Article 6.09.

- Certain religious requirements when this is the only time they may be satisfied.

- Transportation failure – no other means of travel available.

C. A Personal Leave Committee will be formed to approve personal leave for the teaching staff. The Committee will be made up of one (1) principal and two (2) teachers. The Personal Leave Committee will consider the frequency of past requests when approving each request.

D. Personal leave shall be granted to a maximum of seven percent (7%) of the bargaining unit for any given day. Personal leave shall be considered in order of application.

E. Extenuating circumstances may be addressed to the Personal Leave Committee for their consideration when the number of applicants exceeds seven percent (7%).

F. At the end of each school year, an employee may choose one (1) of three (3) following options:

1. Unused personal leave days shall be transferred to an employee's sick leave accumulation; OR

2. An employee may carry up to two (2) unused personal leave days through to the following year, not to exceed a maximum of five (5) personal leave days available during each academic year; OR

3. An employee who uses no personal leave in any school year shall be paid two hundred twenty-five dollars ($225). An employee who uses one (1) day of personal leave shall be paid one hundred fifty dollars ($150). An employee who uses two (2) days of personal leave shall be paid seventy-five dollars ($75). Payment will be made on the date of the last pay of the contract each school year.

G. A teacher may use one (1) personal leave day each school year without specifying a reason. Any other requests for personal leave of the school year must stipulate the reason for the leave. Any request for personal leave immediately prior to or following a school holiday or vacation must stipulate the reason for the leave. Such information shall be personal and confidential in nature, and the teacher is only required to provide explanation sufficient to qualify the leave as personal leave under the terms of this section.

6.05 SABBATICAL LEAVE

A. Uncompensated sabbatical leaves will be granted on approval by the superintendent.

B. An employee shall have completed at least five (5) years of service with the district to be considered for uncompensated leave.

C. Request for uncompensated leave shall be made to the superintendent by June 10.

D. Special consideration will be given to emergencies, but in no case will leave be permitted to start at any time except at the beginning of the school year.

E. An uncompensated leave may be granted for a period of one (1) school year. Renewal shall require clear evidence that the district's interests will not be adversely affected. At the expiration of the uncompensated leave, the employee will return to the same teaching assignment held prior to the sabbatical leave, if possible. If it is not possible, the employee shall return to a teaching position.

F. Notification in writing must be made to the Board by April 1st of the employee's intent to return. Failure to notify the Board by April 1st will designate the employee's resignation.

G. While on uncompensated leave, an employee shall be entitled to insurance benefits provided to his/her peers, as provided by the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) and any other applicable statutes.

H. All applications are subject to final approval by the Board.

6.06 ASSOCIATION LEAVE

A. A total of four (4) days of association leave shall be available each school year for use by NLEA representatives for association business. These days shall be in addition to any other type of leave to which an employee is entitled. Employees using association leave shall suffer no loss in pay. Substitute teachers shall be provided at Board expense for each day of association leave utilized, but all other expenses are to be borne by the NLEA or the individual.

B. Use of association leave shall be submitted by the NLEA president/co-presidents. Such days may be taken as full or half days. Notice of use of association leave shall be in writing and shall be forwarded to the superintendent at the earliest possible date but no later than forty-eight (48) hours in advance.

6.07 PROFESSIONAL LEAVE

A. Upon approval of the superintendent/designee, each employee may be granted up to three (3) days each school year to attend professional meetings. Professional meetings include national, state, regional, district, education meetings and/or workshops and visitations. A written request should be submitted five (5) school days in advance to allow the principal to secure a qualified substitute. Additional days may be approved by the superintendent.

B. The Board shall appropriate at least eight thousand dollars ($8,000) each fiscal year for professional leave expenses for bargaining unit members. In addition, substitute teachers will be paid by the Board.

C. Reimbursement for professional leave expenses will be made upon presentation to the treasurer of appropriate receipts and forms. Meals, lodging, registration, mileage, parking, and conference expenses are allowable expenses and will be reimbursed if pre-approved by the superintendent/designee.

D. Conference expenses shall not exceed six hundred dollars ($600) per professional meeting.

E. In addition, each teacher may be given time during the school year to observe teaching methods and procedures. These arrangements shall be made under the guidance and direction of the principal and/or superintendent.

F. Professional leave which is taken due to an extra-curricular activity shall be in addition to the days described above.

6.08 FAMILY LEAVE

A. All benefits guaranteed by the Family and Medical Leave Act will be provided to employees covered by this Agreement.

B. Each employee is entitled to and shall be granted upon request up to twelve (12) weeks of unpaid leave per year to care for a new or sick child, parent, or spouse. When medically necessary, leave may be taken intermittently.

C. Any leave beyond twelve (12) weeks in a year for these combined purposes may be granted pursuant to the other leave provisions of this Agreement.

D. Eligible employees may choose to use paid leave granted by other provisions of this Agreement for all or part of the unpaid leave granted under this article.

E. The Board shall return the employee taking a leave under this article to the same position he/she occupied prior to the leave.

F. The taking of a leave under this article shall not result in the loss of any employment benefit accrued prior to the date the leave commenced.

G. The Board shall continue to pay the Board contribution necessary to continue all medical, dental, and vision insurance plans for the employee while he/she is on leave under this article.

For purposes of defining a year for Family Leave benefits, each year shall commence with the first day of school.

6.09 JURY DUTY/MANDATORY REPORTING OF CHILD ABUSE LEAVE

If any employee is summoned for and required to serve on jury duty or subpoenaed as a result of mandatory reporting of child abuse or neglect, he/she shall be paid the regular full salary, less any compensation received from the court, for the number of days involved. Such leave shall not be deducted from any other type of leave.

6.10 Military Leave

Teachers called to active duty shall be compensated pursuant to O.R.C. 5923.05.

6.11 Leave of Absence (Unpaid) for Five (5) Days Or Less

A. A teacher may request unpaid leave for five (days) or less each year. At the time of requesting such leave, the teacher shall provide the reason(s) for the request. All other types of paid leave must be exhausted prior to requesting unpaid leave. Leave must be submitted to the Superintendent at least 14 days in advance of the requested leave date, unless an emergency situation arises.

B. The decision to grant unpaid leave shall be solely at the discretion of the Superintendent and shall not be subject to the grievance procedure or challenge.

6.12 Misc. Staff Attendance Items

A. In addition to other attendance based incentives identified throughout Article VI of this contract, the Board of Education shall adopt the following staff leave incentives:

a. Yearly Stipends from the Reduction in Substitute Costs

i. In the school year ending 2021, the average teacher utilization of sick leave was 6.01 sick days per teacher. In the school year ending 2022, the average teacher utilization of sick leave was 11.75 sick days per teacher. In the school year ending 2023, the average utilization of sick leave was 7.37 days per teacher. The three year average of teacher utilization of sick leave was 8.38 days per teacher.

ii. At the end of any school year ending in 2025, 2026 or 2027, the New London Board of Education shall provide a stipend to each teacher based on the following criteria:
    1. Average teacher utilization of sick days per year is between 5.01 - 6 days, the district will provide a stipend of $120.00 per teacher.
    2. Average teacher utilization of sick days per year is between 4.01 - 5.0 the district will provide a stipend of $230.00 per teacher.
    3. Average teacher utilization of sick days per year is less than or equal to 4.00 the district shall provide a stipend of $370.00 per teacher.

iii. This stipend shall be distributed to the teaching staff prior to the last pay of the contracted year in which the stipend criteria was met.

b. Quarterly Stipend (Only applies to full time staff)
    i. Staff that are absent no more than two days per two month period as outlined in this section shall be entered into a drawing to receive one of four (4) $250 stipends.
    ii. The drawings will occur using the following schedule:
        1. December - utilizing staff attendance from October and November
        2. March - utilizing staff attendance from January and February
        3. June - utilizing staff attendance from April and May.
    iii. Staff receiving the stipend shall be paid during the month that the drawing occurs.
    iv. Superintendent or Treasurer and a representative from the Association shall conduct the drawing

c. Mid-Year Winter Stipend (Only applies to full time staff)
    i. An additional drawing will occur prior to winter recess. Each full-time certified staff member will receive one (1) entry for the drawing for each month that they were absent no more than one (1) day in each of the following months: September, October, and November, with a maximum of two (2) entries per person.
    ii. One person's name will be drawn and receive a $500 stipend.
    iii. Superintendent or Treasurer and a representative from the Association shall conduct the drawing

B. There are times where the Board and its administration needs to address the attendance of staff. When this occurs, the principles of progressive discipline shall be used in the following order, except when the nature of the offense dictates moving to a higher or lower level of discipline

a. For the purposes of this section, "unscheduled call offs" are defined as full day absences in which administration is notified the day-of the absence.

b. Progressive Discipline:

    i. 3 unscheduled call offs in any 2 consecutive month period - informal meeting with immediate administrator and a verbal warning issued.

ii. 5 unscheduled call offs - formal meeting with immediate administrator, written warning issued, and all future leave needs to be accompanied by appropriate documentation.

iii. 7 unscheduled call offs - formal meeting with the superintendent. Written reprimand. Absence(s) may result in an unpaid day(s).

iv. 9 unscheduled call offs - formal meeting with the superintendent. Suspension of up to 10 days without pay by the superintendent

v. 10 unscheduled call offs - may result in additional disciplinary action up to and including termination.

vi. The progressive discipline process shall reset at the start of each academic year.

c. Any unscheduled call off that is accompanied by proper documentation from a medical professional will not count towards this provision. Additionally, any extenuating or emergency circumstances shall be presented to the Superintendent by the certified teacher for consideration on a case by case basis that may result in the teacher not advancing through the progressive discipline process.

C. Section 6.12 shall be subject to a sunset clause and shall be in effect from July 1, 2024 until June 30, 2027. Upon the expiration of this period, this section shall be deemed null and void, and the terms and conditions outlined herein shall no longer be applicable to the parties covered by this agreement unless mutually agreed upon by both the Board and the Association.

ARTICLE VII – EMPLOYMENT PRACTICES AND CONDITIONS

7.01 TEACHER EVALUATION/OBSERVATION

The Board adopts the following teacher evaluation procedure in accordance with the standards-based statewide teacher evaluation framework adopted by the State Board of Education. The parties acknowledge that this teacher evaluation procedure aligns with the *Standards for the Teaching Profession* as set forth in State law.

Definition of "Teacher"

This procedure applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code (ORC) Sections 3319.22, 3319.26, 3319.222, or 3319.226 who spends at least 50% of his/her time providing content-related student instruction; or

2. A teacher working under a permanent certificate issued under ORC 3319.222 as existed prior to September 2003 who spends at 50% of his/her time providing content-related student instruction; or

3. A teacher working under a permanent certificate issued under ORC 3319.222 as it existed prior to September 2006 who spends at least 50% of his/her time providing content related instruction; or

4. A teacher working under a permit issued under ORC 3319.301 who spends at least 50% of his/her time providing content-related instruction.

Assigning a Final Summative Rating

The final summative evaluation level that is assigned to a teacher based on the holistic review of all Evaluation Factors, observed during the Evaluation Cycle. The rating shall be "accomplished", "skilled", "developing", or "ineffective". The final rating shall not be weighted in such a way that one (1) domain or component of the evaluation system has a higher importance than another, except that any area marked N/A shall not negatively impact the evaluation rating.

Information collected by the evaluator and/or information provided to the credentialed evaluator by the teacher, to support and inform the accurate reflection of the Evaluation Factors. Examples include, but are not limited to, student information affecting educational progress, student interest or learning style surveys, newsletters, classroom rules, lesson plans, student portfolios, summative assessments, and student work samples.

The procedural requirements set forth in this agreement which conform with and provide specificity to the statutory obligations established by Ohio Rev. Code § 3319.111 and § 3319.112.

The Board shall annually submit to the Ohio Department of Education (ODE), in accordance with the ODE guidelines, the number of teachers assigned an effectiveness rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated.

Determining Teacher Performance

Teacher Performance is determined through evidence aligned to the Ohio Standards for the Teaching Profession and observed during two formal observations and periodic classroom walkthroughs. Fifty percent (50%) of the final summative rating will be attributed to Teacher Performance through holistic process based upon the following *Ohio Standards for the Teaching Profession* and training for credentialed evaluators:

1. Understanding Student Learning and Development and Respecting the Diversity of the Students they Teach;

2. Understanding the Content Area for which they have Instructional Responsibility;

3. Understanding and Using Varied Assessment to Inform Instruction, Evaluate and Ensure Student Learning;

4. Planning and Delivering Effective Instruction that Advances Individual Student Learning;

5. Creating Learning Environments that Promote High Levels of Learning and Student Achievement;

6. Collaborating and Communicating with Students, Parents, Other Educators, District Administrators and the Community to Support Student Learning; and

7. Assuming Responsibility for Professional Growth, Performance, and Involvement.

The Superintendent/designee shall select or develop, in consultation with the teachers, evaluation tools aligned to the OTES 2.0 Framework and the Ohio Teacher Evaluation System Performance Rubric to determine final holistic ratings.

HIGH QUALITY STUDENT DATA (HQSD)

A. 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.

B. 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. When utilizing a vendor assessment, the District shall assess the financial impact on the budget and provide a copy to the Association President not less than sixty (60) days prior to Board consideration.

2. The Evaluation Committee shall provide a recommendation to the Superintendent and Association President on the use of a proposed vendor assessment prior to submission to the Board of Education. The committee may ask for the vendor to make a presentation to the committee.

3. All new vendor assessments shall be piloted for three (3) years prior to being used as a source of HQSD, subject to the following;

a. Participation in the pilot is voluntary.

b. All teachers and credentialed evaluators will be trained on the vendor assessment at the beginning of the pilot.

c. Teachers participating in the pilot shall be provided ___*(insert #)* of hours of release time to train, meet, and reflect on the vendor assessment each year of the pilot.

d. An assessment by the Evaluation Committee shall occur in May of each school year.

e. The committee shall provide a recommendation whether to implement the vendor assessment as HQSD to the Superintendent and Association President by May 1 of the third year of the pilot.

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

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

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

c. Assessment of student learning;

d. The use of assessment data;

e. Professional responsibility and growth.

D. No Evaluation Factor shall be impacted by student performance on a test *or* tests.

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

Evaluation Timeline

District administrators shall complete an evaluation cycle of each teacher who received an effectiveness rating of "Developing" or "Ineffective" annually. Each evaluation shall include: 1) Two (2) formal observations of at least thirty (30) consecutive minutes each; and 2) Periodic classroom walkthroughs by the evaluator. All teacher evaluation cycles shall be completed by the first of May and each teacher subject to this procedure shall be provided a written copy of the evaluations results by the tenth day of May.

Walkthroughs: A walkthrough is defined by a visit of less than twenty (20) minutes. At least two (2) walkthroughs utilizing an eTPES-modeled form will be conducted by a District-approved evaluator and are intended to establish a supportive connection between the evaluator and the teacher and monitor the teacher's progress on targeted

areas of instruction. These visits also are a tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits. Teachers will be provided written feedback on an evaluator's walkthrough within one (1) school day and will have the opportunity to write a response if they choose to do so within one (1) workday on an eTPES-modeled form.

The evaluator shall consider any evidence that the teacher provides during the post conference and make changes to the document, where appropriate. The evaluator shall not cancel any observation, unless an emergency or serious issue prevents his/her attendance.

For those teachers who are on limited or extended limited contracts pursuant to ORC 3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three formal observations, at least one in each semester of the school year, must be conducted annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with a written copy of the evaluation results by the tenth of May.

The Board elects to evaluate a teacher receiving a final summative rating of "Accomplished" on the teacher's most recent evaluation conducted pursuant to this procedure, once every three (3) years, so long as the teacher's student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the ODE. Any evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May.

The Board elects to evaluate a teacher receiving a final summative rating of "Skilled" on the teacher's most recent evaluation conducted pursuant to this procedure once every two (2) years, so long as the teacher's student academic growth measure, for the most recent school year for which data is available, is average or higher, as determined by the ODE. Any evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with a written copy of the evaluation results by the tenth day of May.

In any year that a teacher is not formally evaluated pursuant to this procedure as a result of receiving a rating of "Accomplished" or "Skilled" on the teacher's most recent evaluation, an individual qualified under ORC 3319.111 to evaluate a teacher under this procedure shall conduct at least one (1) formal observation of that teacher and hold at least one (1) conference with that teacher.

The Board may elect not to conduct an evaluation of a teacher who meets the following criteria:

1. The teacher was on leave from the District for fifty percent (50%) or more of the school year, as calculated by the Board.

2. The teacher has submitted notice of retirement, and that notice has been accepted by the Board not later than the first day of December of the school year in which the evaluation is otherwise scheduled to be conducted.

3 Is participating in the teacher residency program established by Ohio Rev. Code §3319.223 so long as the teacher, for the first time, takes at least half of the performance-based assessments prescribed by the State Board of Education for resident educators

Credentialed Evaluators

The Board will adopt a list of approved credentialed licensed evaluators. Each teacher evaluation conducted under this procedure shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with ORC 3319.111(D); and 2) who holds a credential established by the ODE for being an evaluator. 3) must hold at least one (1) administrator certificate/license under section 3319.22 of R.C. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

Professional Growth and Improvement Plans

1. Teachers with a final summative rating of "Accomplished" will develop a professional growth plan* and may choose their credentialed evaluator.

2. Teachers with a final summative rating of "Skilled" will develop a professional growth plan* and will have input on their credentialed evaluator.

3. Teachers with a final summative rating of "Developing" will develop a professional growth plan* with their credentialed evaluator assigned by the Superintendent, who will approve the professional growth plan*.

4. Teachers with a final summative rating of "Ineffective" will develop an improvement plan with their credentialed evaluator assigned by the Superintendent, who will approve the professional growth plan.

*In cases other than a teacher receiving a final summative rating of "Accomplished," unless said teacher is on a limited contract, the District reserves the right to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Improvement Plan

The improvement plan shall include:

1. Specific, measurable instructional practices to be observed;

2. Specific, evidence-based resources, and assistance to be provided;

3. Clearly articulated timelines for the completion of the plan; and

4. Monetary, time, material, and human resources sufficient to realize the expectations set forth in the plan; and,

5. Shall utilize the form found in Appendix of this agreement.

Testing for Teachers in Core Subject Areas

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

If a teacher passes the examination set forth above and provides proof of that passage to the Board, the teacher will be reimbursed for the cost of the examination and required to complete professional development that is targeted to the deficiencies identified in the teacher's evaluations conducted under this procedure. The Board will pay for professional development that is part of the teacher goals or improvement plans that are aligned to the District Goals pursuant to section 6.07 of the Collective Bargaining Agreement.

The following may be grounds for termination of a teacher pursuant to R.C. 3319.16:

A. Failing to complete all required written examinations under this section;

B. A failing score on a written examination(s) taken pursuant to this section;

C. A rating of "ineffective" on the teacher's next evaluation after passing all written examinations pursuant to this section and after completion of the required professional development; or

D. Failure of a teacher to complete the required professional development.

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

Retention and Promotion Decisions

The following procedures are to be used by the district administrators in making retention and promotion decisions. For the purposes of this provision, a teacher receiving a rating of "Accomplished" and "Skilled" are comparable.

1. Final Summative Rating on latest OTES evaluation

2. Seniority when evaluations are comparable.

Seniority shall not be the basis for making retention decisions, except when making a decision between teachers who have comparable evaluations.

Removal of Poorly-Performing Teachers

The following procedures are to be used by the district administrators in removing poorly-performing teachers:

1. Failure of a core subject area teacher required to take a written examination to pass such examination;

2. Failure of core subject area teacher required to take a written examination to complete required professional development;

3. Failure of core subject area teacher to complete all required written examinations;

4. Receipt of an "Ineffective" rating by a core subject area teacher in the evaluation following passage of a written examination and completion of required professional development;

5. Receiving an effectiveness rating of Ineffective or Developing three (3) times in a four (4) year period.

Nothing in this procedure will be deemed to prevent the Board from exercising its rights to nonrenew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and the New London Education Association. The evaluation system and procedures set forth in this procedure shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this procedure. The Board reserves the right to nonrenew a teacher evaluated under this procedure in accordance with R.C. 3319.11 notwithstanding the teacher's final summative rating.

Professional Development

The Board's plan for the allocation of financial resources to support professional development is as follows:

The Board will pay for professional development that is part of the teacher goals or improvement plans that are aligned to the District Goals in pursuant to section 6.07. Coursework taken for credit will be in pursuant to section 5.11 of the Collective Bargaining Agreement.

An OTES committee shall meet annually to review and recommend changes to this provision. The OTES committee shall meet by May 30th of each school year.

7.02 TEACHER EVALUATION/OBSERVATION FOR NON-OTES TEACHERS

The District will utilize the Ohio School Counselors Evaluation System created by the Ohio School Counselor Association to evaluate its guidance counselors. If the building

administrator is not the evaluator assigned to the guidance counselor, then the building administrator shall be consulted with during the evaluation process.

If the District establishes a position that does not qualify for the OTES evaluation System, the Association and District will meet to develop an evaluation procedure and forms.

7.03 REDUCTION IN FORCE

In the event that a reduction in the number of teachers becomes necessary, this reduction will be in keeping with the provisions of Section 3319.17 of the Ohio Revised Code, and this agreement.

When by reasons of continuing decreased enrollment of pupils, return to duty of regular teachers after leaves of absence, or by reason of suspension of schools or territorial changes affecting the district, financial reasons, or other reasons set forth in O.R.C. §3319.17.

A. In making the reduction, the Board shall act to suspend contracts, and contracts to be suspended will be chosen by the following procedure:

1. All teachers will be placed on a seniority list for each teaching field for which they are properly certificated/licensed. Teachers who are comparable, as set forth in Article VII, and serving under continuing contracts will be placed at the top of the list, in descending order of seniority. Teachers who are comparable, as set forth in Article VII, and serving under limited contracts will be placed on the list below continuing contract teachers, also in descending order of seniority.

2. Seniority shall be determined by the length of continuous service in the New London School District. Seniority will accrue during all paid leaves of absence. Continuous service shall not be broken during unpaid leaves of absence or layoff. However, no seniority shall accrue while on such leave. Part time teachers shall accrue a full year's seniority and salary credit experience providing they have reported to work one hundred twenty (120) days or the equivalent. Less time shall be prorated in terms of experience and salary schedule placement.

3. If a tie in seniority as outlined above, then the tie shall be broken by:

a. The date of the Board meeting at which the teacher was hired, and then by,

b. The date on the completed job application, and then by,

c. The flip of a coin.

4. In making a reduction in force, the Board shall proceed to suspend contracts in accordance with the recommendation of the Superintendent who shall, within each teaching field affected, give preference to teachers on continuing contracts who are comparable to each other, as set forth in Article VII. The Board will not give preference to any teacher based on seniority, except when making a decision between two teachers who have comparable evaluations.

   a. At least forty-five (45) days before the action, the Board shall notify the staff in writing of its intent to effect a reduction in force through suspension of contracts. The Association at this time will be provided with a seniority list.

   b. At least thirty (30) days before the action, the Board shall give written notice to those teachers whose contracts will be suspended of its intent to reduce the number of teachers.

5. On a case-by-case basis, in lieu of suspending a contract in whole, the Board may suspend a contract in part, so that a teacher is required to work a percentage of time the teacher otherwise is required to work under the contract and receives a commensurate percentage of the full compensation the teacher otherwise would receive under the contract.

6. A teacher who has their position reduced in force may displace the least senior teacher in the area or areas for which they are certified/licensed, but only if permitted based on their comparable evaluation(s). The standard for deciding between those teachers who have comparable evaluations shall be set forth in the evaluation procedure; however, until the standard is set forth in the evaluation procedure, seniority will be used for reductions in force.

B. Teachers whose contracts are suspended shall have their names placed on a recall list for up to twenty-four (24) months from the time of the reduction. Teachers on the recall list will have the following rights and protection:

1. No new teachers will be employed by the Board while there are teachers on the recall list who are certified for the position in question.

2. A teacher on the recall list shall be offered a place on the substitute teacher list.

3. Teachers whose contracts are suspended as a result of staff reduction shall be recalled in reverse order of layoff if and when teaching positions become vacant or are created for which any of such teachers are or become qualified. Teachers, whose continuing contracts are suspended, shall have the right of restoration to continuing service status if and when teaching positions become vacant or are created for which any of such teachers are or become qualified. Seniority shall not be the basis for recalling a teacher, except when making a decision between teachers who have comparable evaluations.

4. If a vacancy occurs, the Board shall send certified announcements of the offer of reemployment to the last address on file in the treasurer's office. If a teacher fails to accept the offer of reemployment within fifteen (15) calendar days or within five (5) calendar days if the offer is delivered within ten (10) days prior to the start of a school year or during a school year from the date said offer is delivered at the file address of the teacher, the teacher shall be considered to have rejected the offer and shall be removed from the recall list.

5. If a teacher on the recall list accepts employment for a full school year with another school district, he/she shall be removed from the recall list if said teacher is unable to accept recall by July 10th of that year.

6. A teacher removed from the recall list, except by recall to employment, must make application for employment in accordance with established procedure if he/she desires to be considered for employment by the New London Local School District.

7. A teacher on the recall list shall, upon accepting an offer of reemployment, return to the system with the same seniority, accumulation of sick leave and salary schedule placement as the teacher would have received in the year following the suspension of contract.

C. The recall list shall be made available to each building principal and posted in each school building.

D. The number of persons affected by a reduction in force will be kept to a minimum by not employing replacements for employees who resign or retire, as is possible.

E. Limited contract teachers whose contracts are not renewed shall not be placed on the recall list.

7.04 NON-RENEWAL OF A LIMITED CONTRACT

A. A good faith effort shall be made by the Administration to provide a notice, as soon as possible, to the teacher that their contract may not be renewed. However, failure to provide such notice shall not prohibit the teacher from being non-renewed.

B. When a recommendation to the Board will be made by the superintendent to not renew an employee's limited contract, the employee shall be given the reasons in writing for such recommendation at least ten (10) working days prior to any official Board action being taken upon the superintendent's recommendations. Within five (5) working days of such notification, the employee may request in writing a meeting with the superintendent. The employee may be accompanied at such meeting by representation of his/her choice.

C. An employee who is notified that his/her contract will be recommended for non-renewal shall have the right to request in writing, through the superintendent, a meeting with the Board. Such meeting shall occur prior to Board action on the superintendent's recommendation of non-renewal. At this meeting the employee shall be entitled to Association representation.

D. If the Board violates 7.03(A) or (B), the matter shall be subject to the grievance procedure on the sole issue of whether the procedure has been violated.

E. This article supersedes and replaces the procedures appearing in Section 3319.11 of the Ohio Revised Code.

7.05 PROFESSIONAL STAFF CONTRACTS AND COMPENSATION PLAN

A. The Board believes that fair compensation plans—which include an adequate base salary, salary incentives, increments, and employee benefits—are necessary to attract and hold highly qualified men and women to administer and provide the quality educational program it desires in its schools.

B. As required by law, notice of annual salary will be given to each certified/licensed employee by July 1.

CONTRACTS

Contracts of employment shall be issued to all professional personnel. Contracts are by and between the staff member and the Board.

1. There are two (2) basic types of contracts, as follows:

a. Limited Contract

All teachers new to the school district will be employed on a limited contract for one (1) year
and will continue on limited contracts until qualified for, and awarded, continuing contract status. Succeeding limited contracts may be for a period of from one (1) to three (3) years.

After successful completion of this initial contract, such teacher will be offered another one (1) year contract. Upon the successful completion of the one (1) year contract term, except for teachers rated as ineffective or developing, said teacher will be offered a two (2) year limited contract. Upon the successful completion of the two (2) year contract term, the teacher will be offered another two (2) year contract. Upon successful completion of the second two (2) year contract, the teacher will be offered a three (3) year limited contract until he/she becomes eligible for a continuing contract. For teachers rated ineffective, after successful completion of the initial one (1) year contract and each contract thereafter, such teacher will be offered a contract of one (1) to three (3) years. For teachers who receive a rating of developing, after successful completion of their initial one (1) year contracts, the teacher with a developing rating may be offered a two (2) year contract at any time.

The Board may issue a one-year probationary contract at any time during the above sequence. However, following that one-year probationary contract, the normal sequence shall be continued.

b. Continuing Contract

Teachers shall be eligible for continuing contracts in accordance with Ohio law. If the appropriate teaching certificate/license is earned during a multi-year limited contract, the teacher shall be eligible for a continuing contract for the succeeding year after appropriate credential is issued. The decision not to recommend the teacher for a continuing contract during a multi-year limited contract shall be subject to the grievance procedure, but shall not be appealable to arbitration.

Teachers who have obtained continuing contract status elsewhere in Ohio become eligible for a continuing contract after two (2) years of service in this district.

Teachers who meet all legal qualifications or requirements and become eligible for a continuing contract but who have, in the opinion of their principal and superintendent, certain other deficiencies, will be notified of such weaknesses in writing by the superintendent on or before April 30. They may be then granted one (1) more limited one (1) or two (2) year contract. If they are reemployed at the end of the additional limited contract period, they will then be granted a continuing contract.

An exception to this provision will be if the Board rejects by a vote of three-fourths (3/4ths) of its full membership the superintendent's recommendation for a continuing contract.

2. The following special type of limited contract is also issued:

Part time/shared contracts

A part time contract or two (2) part time contracts may be issued to an employee(s) to replace a teacher who retires, resigns, or dies after July 1 and prior to the first day of the student school year or to meet the needs of new educational programming. However, before hiring a part time or shared contract, the position will be posted in accordance with this Article. If a qualified applicant, as determined by the Administration, does not apply, the District may hire a part time or shared contract for the position. If a part time or shared contract is employed, and the position is posted the following year, it will be posted and filled according to this Article.

Insurance will be offered to employees employed under a part time or shared contract. Employee cost share will be calculated using a three hundred and sixty-five (365) day basis and prorated based on the number of days worked. Part time/shared contract employees are not eligible for additional compensation for not receiving health insurance under Article 5.

A part time teacher is not able to bump a full-time teacher if the part time teacher is reduced in force, even in those instances where the part time teacher is more senior than the full-time teacher. A part time teacher may bid on an open full-time position and such teacher shall be considered for the position in accordance with Article 7.06.

This provision shall be subject to a sunset clause and shall be in effect from July 1, 2024 until June 30, 2027. Upon the expiration of this period, this section shall be deemed null and void, and the terms and conditions outlined herein shall no longer be applicable to the parties covered by this agreement unless mutually agreed upon by both the Board and the Association.

Supplemental Contracts

A supplemental contract shall be issued for the amounts listed in Appendix E. Such supplemental contracts shall be limited to a duration of no longer than one (1) year, and shall be posted on a yearly basis via electronic means by May 1.

Individuals may be selected by the Board to fill athletic supplemental positions based upon its determination of the best qualified individual from among all applicants, whether from within or without the bargaining unit, and regardless of whether such individual is certificated or licensed. An applicant shall be deemed "qualified" if s/he has prior successful coaching experience in the same or related athletic area. In making such determination, the Athletic Director will consider coaching evaluations and other information relevant to the athletic program involved. The determinations of the Athletic Director shall not be arbitrary, capricious, or unreasonable. The building administration will make similar considerations when filling non-athletic supplemental positions.

Head coaches will be selected first. Thereafter, interested applicants for particular sports will apply for the position of assistant coach in that sport. Successful applicants for these coaching positions will then be identified (i.e. "Assistant Football," "7th Grade Basketball" etc.) and assigned to a position by the Athletic Director in collaboration with the head coach for that sport.

Supplemental contracts may be shared between two (2) or more qualified individuals if all parties agree to the shared responsibilities and receive the authorization of the administration. Head coach supplements and other positions are ineligible to be shared if it is not in the best interest of the District's athletic and educational programing. This determination is made by the superintendent with the recommendation of the athletic director and administration and is not subject to the grievance procedure.

Nothing herein shall permit the Board to employ the services of individuals who do not meet the appropriate qualifications and/or regulations established by the state to coach an athletic team. To the extent that it conflicts with ORC 3313.53, this provision shall supersede and replace the same.

C. The provisions of this article supersede Ohio Revised Code 3319.11.

7.06 ASSIGNMENTS, VACANCIES AND TRANSFERS

A. All assignments of employees will be made only into areas where proper certification/licensure by the State of Ohio is evident.

B. Assignment of all employees into areas of proper certification/licensure is and will remain the responsibility of the superintendent.

C. In the event of an opening in the District:

1. A notice of such opening will be posted on the faculty bulletin board in each of the five (5) academic wings or given to each employee. Such notice shall contain requirements of training, experience, and other qualifications which are a basis of employment for that position. Bargaining unit members will be given the opportunity to apply for posted openings within seven (7) calendar days of the initial posting of vacancy announcements.

2. Bargaining unit members shall be given consideration in reassignments or transfers of vacancies when it is in the best interest of the total educational program to do so. Items such as length of service in the district, major and minor fields of study, needs of the educational programs, teacher's area of competency, previous involuntary transfers or reassignments, and availability of work will be considered in the transfer and/or reassignment of personnel. Determination of qualifications shall remain the responsibility of the superintendent. When a bargaining unit member's request is not honored, the bargaining unit member may request and be given a conference with the superintendent.

3. Notice of all vacancies will be e-mailed to employees when school is not in session.

4. A vacancy shall be defined as a new bargaining unit position created by the Board or one which will be open for sixty (60) days or longer as a result of promotion, resignation, termination, non-renewal, death, and/or retirement except as otherwise set forth below.

This provision shall not apply to position(s) where the teacher(s) is on a leave of absence. A long-term substitute may be employed to replace a teacher who retires, resigns, or dies after July 1 and prior to the first day of the student school year. However, before hiring a long-term substitute, the position will be posted in accordance with this Article. If a qualified applicant, as determined by the Administration, does not apply, the District may hire a long-term substitute for the position. If an employee retires, resigns, or dies after the first day of the student year, the Administration has the option of filling the position in accordance with this Article, or filling it with a long-term substitute. If a long-term substitute is employed, and the position is posted the following year, it will be posted and filled according to this Article.

The Administration shall exercise good faith efforts to fill the vacancies.

D. In the event an employee desires a change of position to another teaching area, grade level, or another area where proper certification/licensure is held, or to another building, such person shall make application to the superintendent. Upon determination by the superintendent that such opening exists and the employee possesses the proper certification/licensure and qualifications, the employee shall receive consideration for such change.

E. Teachers will not be involuntarily transferred from one position to another without first having an opportunity for a conference with the superintendent of schools, and being notified in writing at the earliest possible time before the effective date of the transfer.

F. In the above case of a teacher requesting a transfer (as in D above), the reasons for denial of the application will be given to the teacher in writing upon request.

G. Current staff applying for vacancies shall be considered prior to any consideration of applicants outside the school system. The only exception to this will be for vacancies that occur after July 15 until the opening of the following school year.

7.07 MASTER SCHEDULE

A. A scheduling committee consisting of core teachers from the middle school, and a separate scheduling committee consisting of core teachers from the high school, shall create the Master Schedule for each building. The committees should consist of not more than six (6) teachers. Administrators shall be appointed by the Superintendent, and teachers shall be appointed by the Association co-presidents. Members of the scheduling committees will hold department and/or grade level meetings so that input can be provided. Such input must be provided by February 1.

B. The Superintendent and the Association co-presidents shall meet in the spring to discuss enrollment projections, and will meet again during the summer regarding the enrollment projections.

C. Tentative master schedules reflecting each employee's assignment for the succeeding school year shall be available in each building by the last day of school. Whenever possible, such schedules shall be finalized by June 15 each year. Changes can be made due to unforeseen circumstances.

7.08 LENGTH OF SCHOOL DAY AND YEAR

Teachers employed under regular contract to perform regular duties shall be governed by the following working conditions:

A. All teachers shall be scheduled at least one (1) uninterrupted period during each student day, or its equivalent, per week for non-pupil contact work, conferences, professional study, or other personal use.

B. Each bargaining unit member shall have at least a thirty (30) minute uninterrupted duty-free lunch period each day. This time shall be consecutive in nature and shall not include passing time.

C. The teacher's work day shall not exceed 7 hours and 30 minutes. The Labor Management Committee shall set the start and end time of the teacher work day prior to the start of each school year for that school year. Principals shall give at least one (1) week's advance notice for staff meetings when possible. The Labor Management Committee shall determine the duration and frequency of staff meetings prior to each school year.

D. The school work year shall be one hundred eighty-three (183) teacher days. Development of the calendar, including requests for waiver days shall not exceed this number.

E. The Labor Management Committee shall determine the assignment of duties at the beginning of each school year.

F. A minimum of three (3) hours of the first and last teacher workday of each contract year shall be for the teachers' own use for preparing classrooms and working on student records. No meetings or other activities will be scheduled during this time period. Teachers shall be on duty for the entire day.

G. A tentative summer cleaning schedule shall be established each year so that instructional staff will know when their areas will be accessible. Every effort will be made to have all instructional areas available two weeks prior to the opening of school.

7.09 CALAMITY DAYS

A. The first five (5) calamity days will be waived and will not be made up. Calamity days will be defined as any day school is closed due to weather or public calamity, except wind chill.

B. Teachers will be required to report on days that school is closed due to wind chill. The teacher is permitted to treat the day as a two- (2-) hour delay before reporting to school.

C. Teachers will be required to report to work on a 2-hour delay schedule on any calamity day(s) above five (5) for the purpose of remote learning for students, unless the minimum number of hours for the school year needs to be met. In such a circumstance, days will be made up.

D. The Labor Management Committee will meet after the fourth (4) calamity day each year to determine the scope and responsibilities of teachers during the remote learning day.

E. In the event the superintendent determines that road conditions are unsafe for staff to report on calamity day(s) above five (5) teacher's will treat this day as a remote learning day from home and the Labor Management Committee will determine the need for any additional professional development to fulfill the need of a full workday.

F. All professional development must be completed by May 30 unless special circumstances exist as determined by the Superintendent and Association co-presidents. If the teacher is unable to complete the professional development by May 30, or is unwilling to complete the professional development, the teacher will either be charged a personal day, or will have a day deducted from their pay for each professional development day not completed. The Labor Management Committee will determine the scope and responsibilities of teachers during professional development.

7.10 SCHOOL CALENDAR

On an annual basis, a Calendar Committee comprised of the Associations' co-presidents or designee and the superintendent or administrative designee, shall develop two (2) or three (3) proposed calendars for the next school year. These calendars will include dates for make-up days. The proposed calendars shall be distributed to each staff member. The entire staff will vote on each proposal, and the proposal receiving a plurality of votes will be presented to the Board for its approval.

Additionally, the Calendar Committee may develop two (2) or three (3) calendars two years in advance. The proposed calendars shall be distributed to each staff member. The entire staff will vote on each proposal, and the proposal receiving a plurality of votes will be presented to the Board for its approval. Once approved by the Board, the Calendar Committee will review the approved calendar at its annual meeting prior to implementation to ensure it meets the academic needs of the district.

The Board reserves the right to make the final determination of the school calendar.

7.11 SEATING CHARTS, TIME SCHEDULES, LESSON PLANS, AND GRADE BOOKS

Each bargaining unit member must have available at all times general lesson plans, daily schedules, attendance records, grades, and class rosters.

Prior to the start of each academic year, the Labor Management Committee shall meet to determine the expected number of assignments each week and the frequency of which gradebooks will be updated.

Lesson plans, daily schedules, and class rosters must be available for substitutes.

7.12 CLASS SIZE AND LOAD

A. The superintendent/designee shall attempt to distribute class loads equally. No grade 6-12 teacher shall have more than seven (7) classes of direct instruction, except where a teacher volunteers to accept a class load above this limit.

* "Class Load" relates only to the number of class assignments which require a preparation.

* "Direct Instruction" means a classroom assignment which requires a preparation and/or a period of direct student supervision.

B. If a teacher believes his/her class size is excessive, the teacher may petition the Class Size Committee, who will consist of the building principal, the teacher, and an Association representative. The Committee will make a recommendation to the superintendent, who will have the final decision.

C. Whenever possible, classes will be equally balanced within a given department and/or grade level.

D. Whenever possible, special teachers shall not be assigned double classes during a given period, and all classes within a specific grade level shall be assigned to the same special teacher for their particular area of instruction (art, music, physical education).

7.13 PERSONNEL FILES

A. An employee will have the right to view the contents of his/her master personnel file during the normal workday during employment by the Board and with prior notification to and appointment with the treasurer. He/she shall furthermore be entitled to place rebuttal material in the file concerning items which he/she views as derogatory provided he/she signs and dates the rebuttal.

B. A member shall be entitled to a copy, at his/her expense, of any material in his/her file.

C. An employee shall receive a copy of any material placed in his/her file.

D. Employees' files shall be kept as confidential as permitted by law. An employee shall be notified upon receipt of any request to review the employee's personnel file so that the employee shall have the opportunity to review the contents of his/her file.

E. An employee may be accompanied by a representative of his/her choice at the time of a review of the individual's personnel file.

F. Anonymous letters or anonymous information shall not be placed in an employee's file nor shall any record be made of same.

G. Grievances shall not be part of the personnel records.

7.14 TEACHING ENVIRONMENT

A. All buildings, grounds, materials, and equipment are to be safe, clean, attractive as possible, adequate in quantity and quality, and be in good operative and/or functional condition. The Board further recognizes that purchasing and maintenance programs should be pursued to ensure a good teaching environment. Teachers shall complete the appropriate forms requesting cleaning, maintenance, or other janitorial/custodial needs. Such cleaning, maintenance, or other janitorial/custodial needs shall be completed in a timely manner.

B. Faculty workrooms shall be provided in each academic wing. These workrooms will be off limits to students during the school day.

C. Members of the professional staff shall not be required or expected by the Board to enter or teach in facilities when their personal health or safety may be endangered. This includes insufficient heat during cold weather.

7.15 SMOKE-FREE ENVIRONMENT

Members of the bargaining unit represented by the New London Education Association shall be guaranteed a smoke-free environment during the work day.

7.16 CLASSROOM INCLUSION

A. A special education teacher must be involved in the development and revisions of, and must sign, any IEP for which he/she is to be held responsible.

B. A regular education teacher must be invited to, and may choose to participate in, the development and revisions of an IEP for which he/she is to be held responsible. However, due to state and federal laws, it is understood that the terms of the IEP must be followed by the regular education teacher, whether or not the teacher has participated in the IEP writing process and signed the IEP.

C. No bargaining unit member shall be required to administer medication or to perform medical or custodial care services.

D. Teachers who service any student(s) whose education is directed by an IEP or a Section 504 Plan shall be notified prior to the first day of school of the students' name(s) and required classroom modifications. Teachers of students newly enrolled shall be notified as soon as possible.

E. The determination of the size of regular classes with special education students shall take into consideration any extraordinary demands on physical space, teacher contact, and/or teacher supervision.

7.17 ACADEMIC FREEDOM

A. It is the right of qualified teachers to encourage freedom of discussion of controversial questions in the classroom, and to develop in students a love of knowledge and a desire to search for truth. The teachers should keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

B. While the Board intends to protect teachers from any censorship or restraint that interferes with their obligation to pursue truth in fulfilling their classroom duties, it also expects that controversial issues will be presented in a fair and unbiased manner, and that the maturity and intellectual grasp of students will be taken into account.

C. The private life of a professional staff member is not within the appropriate concern or attention of the Board except as it may directly/indirectly prevent the professional staff member from properly performing his/her assigned functions during the workday.

D. Academic freedom shall be guaranteed to teachers within the confines of the Constitution of the United States. Teachers shall be free from censorship and artificial restraints.

E. Each teacher is the final authority to grade students in his/her charge. A change of student's grade, either in an individual grading period or final course grade, without the teacher's written consent will occur only if it is demonstrated the grade was not given in a professional and intellectual manner. Notice of any change by any individual will be given, in writing, to the teacher, the student's parents, and the building principal, along with notice of the teacher's right to file a grievance.

7.18 LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

A Local Professional Development Committee shall be formed pursuant to Ohio Revised Code 3319.22.

A. Committee Composition

The Committee shall consist of five (5) teachers, one (1) from each "WING", selected by the Association, and four (4) individuals selected by the superintendent. In the event of a vacancy, a replacement shall be selected by the party making the original appointment.

B. Terms of Office

The term of office for teacher members shall be two (2) years. Terms shall be staggered so that one-half (1/2) of the terms expire annually. One-half (1/2) of the initial appointments shall be for a three (3) year term to enable such staggering of terms.

C. Committee Operation

The Committee chairperson shall be selected from among the teacher members by a majority vote of the Committee members. The Committee chair shall be the official designee whose signature shall designate approval and completion of an Individual's Professional Development Plan (IPDP).

Decisions shall be made by a majority vote of the Committee members present and voting. An administrator may request an administrative majority to review his/her IPDP.

The LPDC shall have the authority to establish its operational rules, in compliance with statute. The LPDC shall not have the authority to abridge or alter terms of the Collective Bargaining Agreement or an individual's employment contract.

D. Meeting Schedule and Compensation

The LPDC shall meet as often as the members deem necessary to complete their work. Not later than September 10 annually, the committee shall post its meeting schedule in each building. Additional meetings may be scheduled as necessary.

Teacher Committee members shall be paid one hundred dollars ($100.00) per meeting for a maximum of four (4) meetings annually, for committee work performed outside the regular workday or work year.

E. Representatives of the Federal Mediation and Conciliation Service shall be invited to provide training to the Administration and the Association on the implementation of an effective Labor Management Committee.

7.19 RESIDENT EDUCATOR PROGRAM

Purpose

The Resident Educator Program for beginning teachers will provide Ohio's newest educators with coaching, mentoring, and guidance that are critical to improving their skills and knowledge and student achievement.

Program

The resident educator program does not replace the employment evaluation which will determine continued employment. A mentor shall not participate in the evaluation of the resident educator. To the extent permitted by law, confidentiality will be maintained between mentor and resident educator.

The mentor shall be compensated at the rate of .040, the lead mentor at the rate of .080, and the assessor at the rate of .060 of the BA base per year and shall receive this compensation in two (2) equal installments, one (1) at the end of each semester. If a mentor is assigned for less than one (1) academic year, compensation shall be prorated. The mentor shall be given release time, at his/her determination, up to a maximum of twenty-seven (27) hours per school year for the necessary observations, conferences with the resident educator, and necessary retraining. Release time shall be coordinated with the building principal. Additional time may be requested from the principal. No mentor shall be assigned more than one (1) resident educator at a time during the school year unless there is no other mentor available.

The mentor will submit to the Treasurer's office a statement verifying that each semester's mentoring duties of the mentor have been completed. The statement shall be verified by the building principal, and shall be submitted by the last working day of each semester.

The performance on the performance-based assessment is the resident educator's responsibility and cannot be grieved. Likewise, the mentoring relationship is not subject to the grievance procedure.

7.20 CURRICULUM WORK

A. Waiver days, if approved for the following school year calendar, may be used for department, grade level, and other professional development programs. Otherwise, a maximum of four (4) times per school year students may be released early for these activities. These meetings will be planned and scheduled by the LPDC.

B. Employees who are involved in county-wide or local curriculum work (as assigned by the local superintendent) shall be provided released time for such work or shall be compensated by the Board based upon the number of hours worked, at a rate of seventeen dollars ($17.00) per hour.

7.21 CONFERENCE PERIOD/EMERGENCY SUBSTITUTION

A. A member of the bargaining unit who must be absent shall report his unavailability for work to the building administrator. Requests for a period or subject substitution shall be made as far ahead as possible.

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

C. Substitution shall be made within the professional staff member's department or grade level when possible.

D. Period or subject substitutes will be distributed among professional staff members desiring substitutions not exceeding one (1) period or planning session per day.

E. If a teacher is absent and no substitute is available and a regular classroom teacher covers the class during his/her planning time, he/she will be remunerated at the rate of $20.00 per class.

7.22 LABOR MANAGEMENT COMMITTEE

A. A Labor-Management Committee shall be established for the purpose of regular meetings to discuss concerns of either party. At the start of each school year the NLEA president/co-presidents and the superintendent shall establish a schedule of quarterly Labor Management Committee meetings. Additional meetings may be scheduled at the request of either party. Each year, guidelines shall be reviewed and revised by the committee, if appropriate.

B. A tentative agenda for each meeting shall be jointly prepared by the NLEA president/co-presidents and the superintendent. These meetings shall not be

utilized for purposes of negotiations or for the adjudication of grievances. Prior to placement on the agenda, an issue affecting one (1) specific building must be discussed with the building principal in an effort to resolve the matter.

C. As per the recommendation of the federal mediator, the members of the Labor Management Committee shall consist of the Association president/co-presidents, five (5) additional Association members (one [1] from each wing), assigned by the Association president/co-presidents, the building administrators, and the superintendent. Other attendees at the various meetings will be invited if they are involved with issues brought before the Committee at that meeting. Chairmanship of the meetings shall alternate between the parties.

D. Minutes shall be prepared for each meeting of the Labor Management Committee and such minutes shall be made available to all administrators, all Board members, and the bargaining unit represented by the NLEA.

E. Representatives of the Federal Mediation and Conciliation Service shall be invited to provide training to the Administration and the Association on the implementation of an effective Labor Management Committee.

7.23 NONTEACHING DUTIES

A. The Board and the Association acknowledge that a teacher's primary responsibility is to teach and that his energies should, to the extent possible, be utilized to this end.

B. Teachers shall not be required to collect money from students. Additionally, lunch and milk money procedures will be implemented.

C. A committee comprised of a majority of Middle School and High School teachers, the athletic director, and building principals, shall develop a check sheet to identify athletes who are academically at risk. This check sheet stating satisfactory/unsatisfactory performance shall be completed on a bi-weekly basis.

7.24 INJURY REPORTING PROCEDURES

Any injury incurred by an employee during school working hours (instructional day or during coaching or other supplemental duty times) shall report that injury on an injury report form provided by the district within twenty-four (24) hours of the incident or as soon as possible. This form is to be submitted to the treasurer's office.

7.25 EMPLOYMENT OF RETIRED S.T.R.S. MEMBERS

Any bargaining unit member who retires under S.T.R.S. and is subsequently re-employed in the District may be rehired at a rate of pay different from the academic training level and years of service as specified in the salary index of the Collective Bargaining

Agreement. (Such experience shall be limited to ten (10) years of experience and Masters +15 salary index.)

This provision and such salary and individual contract with the employee expressly supersede O.R.C. 3317.13 and all other applicable laws.

While employed by the District subsequent to retirement, such an employee who is interested in obtaining health care benefits must opt for the health care benefits offered by S.T.R.S. Such re-employed retired members are not eligible to receive a severance payment upon leaving the District. Teachers re-employed by the District under the terms of this article shall be employed under a one (1) year limited contract that automatically expires at the end of the school year. O.R.C. 3319.11 and 3319.111 shall have no applicability to this contract.

This provision of the agreement and such salary and contract will not be grievable under the grievance procedures of the labor contract nor through any claim or action filed before the State Employment Relations Board (SERB) or any court of law.

ARTICLE VIII – LONG-TERM SUBSTITUTES

A. A long-term substitute shall be defined as a substitute teacher employed as a substitute to one specific teaching position for more than sixty (60) days. All long-term substitutes shall be entitled to all salary, fringe benefits, and other rights under the Negotiated Agreement, except contract rights as described below. These provisions regarding contract rights for long-term substitutes shall supersede O.R.C. 3319.11 and 3319.111 and O.R.C. 3319.112.

B. Persons employed as long-term substitutes shall be granted contracts for the length of service as needed and as determined by the Board.

C. Long-term substitutes shall have no expectation of continued employment beyond the length of service at the time of their employment, and said long-term substitute contracts shall automatically expire at the conclusion of the Agreement without further action by the Board, including the nonrenewal of their contract.

D. The provisions of this Agreement regarding evaluation and renewal of teacher contracts shall not apply to long-term substitutes.

E. Long-term substitutes shall have no displacement or recall rights under the reduction in force procedure in this Agreement and shall be excluded from same.

F. Long-term substitutes shall not be eligible for tuition reimbursement, or personal leave.

G. A long-term substitute will not accumulate sick leave until they have worked in the district for ninety (90) days. On the 90th day, the teacher shall be granted one (1) day of sick leave and shall accumulate one day of sick leave per month after the 90th day.

H. It is intended that this provision supersedes ORC 3319.10.

ARTICLE IX – OTHER PROVISIONS

9.01 PROVISIONS CONTRARY TO LAW/SEVERABILITY

This contract supersedes and prevails over all statutes of the State of Ohio (except as specifically set forth in Section 4117.10(A), Revised Code) and all policies, rules, and regulations of the Board. However, 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 shall be automatically terminated, but all other provisions of the Contract shall remain in full force and effect. In the event that a provision of this agreement is found contrary to law, upon request of either party, the Board and the Association shall meet for the purpose of negotiating a lawful alternative provision. To be valid, a provision negotiated under these conditions must be ratified and properly signed by each party.

9.02 INCLUSION

The New London Board of Education and the New London Education Association agree that all sections of the existing collective bargaining agreement which are not re-negotiated shall be included in the new Collective Bargaining Agreement.

9.03 ENTIRE AGREEMENT

This agreement constitutes the entire negotiated agreement between the Board and NLEA and supersedes and cancels all previous agreements, verbal or written or based on alleged past practices between the Board and NLEA. Any amendment or agreement supplemental hereto shall not be binding upon either party unless executed in writing by the Board and NLEA.

9.04 DURATION

This contract shall be effective as of July 1, 2024, and shall remain in full force and effect through June 30, 2027, both dates inclusive.

NEW LONDON BOARD OF EDUCATION

PRESIDENT

NEW LONDON EDUCATION ASSOCIATION

CO-PRESIDENT

CO-PRESIDENT

SUPERINTENDENT

8/26/2024

DATE

TREASURER

SERB AGENT OF RECORD

DATE

APPENDIX A

3 PAGES

GRIEVANCE FORM

NAME OF GRIEVANT DATE

BUILDING ASSIGNMENT GRIEVANCE NO.

The date(s) on which the alleged violation, misinterpretation, or misapplication occurred:

The provision(s) of the contract or Board policy which allegedly has been violated, misinterpreted, or misapplied:

Statement of Grievance:

Action Requested:

Signature of Grievant Date

STEP TWO

I hereby acknowledge that this grievance was filed with me on the date set forth below:

_____

Signature of Principal Date

Disposition by Principal:_____

_____

_____

_____

_____

_____

_____

_____

Signature Date

STEP THREE

I hereby acknowledge that this grievance was filed with me on the date set forth below:

_____

Signature of Superintendent or Designee Date

Disposition of Superintendent:_____

_____

_____

_____

_____

_____

Signature Date

STEP FOUR (BOARD OF EDUCATION)

A hearing is requested _____ Yes _____ No

I hereby acknowledge that this grievance was filed with me on the date set forth below:

_____

Signature of Superintendent or Designee Date
On behalf of the Board

Disposition of the Board:_____

_____

_____

_____

_____

_____

_____

_____

Signature Date

STEP FIVE (ARBITRATION)

This grievance is hereby submitted to arbitration.

_____ _____

GRIEVANT DATE

_____ _____

ASSOCIATION PRESIDENT/CO-PRESIDENTS DATE

_____ _____

RECEIVED BY DATE

APPENDIX B

New London Local Schools
STAFF LEAVE REQUEST

Name:_____ SS#_____

Building Assignment:_____ Phone Number:_____

Date(s) on which leave is to be taken:_____

Part I

I hereby request the leave checked below. Signature certifies that the purpose and intent of this leave request is within the guidelines of the NLEA and OAPSE negotiated agreements.

_____ Assault Leave
_____ Bereavement Leave (See Section E)
_____ Jury Duty Leave
_____ Family Leave (See Section A)
_____ Military Leave
_____ Personal Leave – non-certified*
_____ Personal Leave – certified**
*write reason in Comment Section, See Section F
_____ Prof. Leave (See Section B)
_____ Sick Leave (See Section C)
_____ Vacation Leave (See Section D)

A. Family/Medical Leave (check one)
___ Adoption/Foster Care of Child
___ Childbirth
___ Serious Health Condition of a Family Member
___ Serious Personal Health Condition

B. Professional Leave
Conference Name:_____
Location:_____
Substitute Required: ____ Yes ____ No

Estimated Expenses:	Actual Expenses:
Mileage_____	Mileage_____
Meals_____	Meals_____
Lodging_____	Lodging_____
Registration_____	Registration_____
Tolls/Parking_____	Tolls/Parking_____

(Receipts required for reimbursement)
$300.00 maximum reimbursement per meeting.

C. Sick Leave
___ Personal Illness
___ Personal Injury
___ Exposure to communicable disease
___ Illness, Injury, Death (other than employee)
Name _____
Relationship_____
___ Dr. Appt.
____ Self ____ Family Member
Date Time
to

D. Vacation Leave
Date(s) _____
_____
_____

E. Bereavement Leave
Relationship_____
Date(s)_____

F. Comment Section

**Certified Pers. Lv. Committee_____

Part II *(Submit Request Form to Supervisor)*

Signature of Applicant_____ Date of Request_____

Part III

___ Approve ___ Disapprove ___ Approve ___ Disapprove

Comments:

Supervisor_____ Date_____ Superintendent_____ Date_____

White – Treasurer Copy *Yellow-Reimbursement Copy* *Pink-Employee Copy*

APPENDIX B-1

NEW LONDON BOARD OF EDUCATION

ACCIDENT REPORT

_____
NAME

_____
POSITION

_____
DATE OF ACCIDENT

Description of how injury occurred:_____

_____

_____

_____

_____

_____

_____

_____
Reported by

_____
Signature

_____
Date

APPENDIX C-1

New London Local Schools
TEACHER EVALUATION FORM (Non-OTES Teachers)

TEACHER_____ BUILDING_____

_____

YEAR_____

EVALUATOR_____

ASSIGNMENT_____

DATE OF OBSERVATION_____ TIME/PERIOD OF OBSERVATION_

The competencies of teachers fall into two closely related categories. First, there are those activities, behaviors, attitudes, and traits that have a direct bearing upon the teaching-learning process. Second, there are those competencies that, although important, do not directly influence the students under the supervision of the teacher.

This Teacher Evaluation Form is formatted into two sections reflected in the paragraph above. Under each of these general headings there are sub-headings which define a competent teacher. Each sub-heading will be rated on the following index: O-Outstanding; S-Satisfactory; N-Needs Improvement; U-Unsatisfactory; and NA-Not Applicable. The use of N or U requires that a written comment be included.

This evaluation instrument will be used for the minimum required evaluation(s) of all certificated/licensed teaching personnel. It may also be used for observations throughout the school year.

I. DIRECT

1. PLANNING AND LEARNING GOALS

_____ 1.1 Teacher develops learning goals and objectives based upon the District's adopted course of study, curriculum guide, textbooks, and materials.

_____ 1.2 Teacher prepares lesson plans at least three (3) days in advance and has them available.

_____ 1.3 Teacher has materials, supplies, and/or equipment ready prior to the start of the lesson or instructional activity.

_____ 1.4 Teacher thoroughly plans activities for substitute teacher. Teacher prepares substitute packet with classroom activities for unexpected absences.

Strengths:

Weaknesses: Suggestions for Improvement:

2. UTILIZATION OF INSTRUCTIONAL TIME

_____ 2.1 Teacher keeps non-instructional time to a minimum by beginning and ending lessons on time, keeping transition time short, and managing the classroom so as to minimize disruptive behavior.

_____ 2.2 Teacher ensures that instructional activities continue throughout the allocated time period. Teacher maintains a high level of student time-on-task.

_____ 2.3 Teachers starts class quickly and purposefully; teacher has assignments or activities ready for students when they arrive. Materials and supplies are also ready.

_____ 2.4 Teacher regularly assigns homework to students (above the primary grades) to extend learning time.

Strengths:

Weaknesses: Suggestions for Improvement:

3. MANAGEMENT OF STUDENT BEHAVIOR

_____ 3.1 Teacher sets appropriate standards for behavior in the classroom. Behavior standards are written, taught, and reviewed periodically.

_____ 3.2 Behavior standards are consistent with or identical to the Student Code of Conduct. Rules, discipline, procedures, and consequences are planned in advance.

_____ 3.3 Teacher applies consistent, equitable discipline for all students. Procedures are carried out quickly and are clearly linked to students' inappropriate behavior.

_____ 3.4 Teacher stops disruptions quickly, taking care to avoid disrupting the whole class.

_____ 3.5 Teacher has established procedures that govern student action and talk during different types of activities – whole class instruction, small group activity, etc.

_____ 3.6 Teacher handles clerical matters with quick, efficient routines that keep class disruptions to a minimum.

_____ 3.7 Teacher circulates around the room during learning activities, keeping students on task and providing help as needed.

Strengths:

Weaknesses: Suggestions for Improvement:

4. INSTRUCTION

_____ 4.1 Teacher previews lesson activities. Relationship between current lesson and previous learning is discussed. Students are reminded of key concepts or skills previously covered.

_____ 4.2 Teacher explains lesson objectives in simple everyday language and refers to them throughout the lesson.

_____ 4.3 Teacher summarizes the main point(s) of the session at the end of the lesson or instructional activity.

_____ 4.4 Teacher provides opportunity for guided and independent practice with new concepts and skills. Problems and other academic tasks are well matched to lesson content so student success rate is high.

_____ 4.5 Teacher makes transitions between lessons and between instructional activities within lesson efficiently and smoothly. Clear written and verbal directions are given; key points and instructions are emphasized.

_____ 4.6 Teacher thoroughly understands the subject matter being taught.

_____ 4.7 Teacher makes use of classroom questioning as a part of interactive learning. Questions are structured so as to focus students' attention on key elements in the lesson.

_____ 4.8 Presentations, such as lectures or demonstrations, are communicated clearly to students; digressions are avoided.

Strengths:

Weaknesses: Suggestions for Improvement:

5. INSTRUCTIONAL MONITORING

_____ 5.1 Teacher makes use of classroom questioning to monitor student understanding.

_____ 5.2 Teacher checks student understanding and stimulates their thinking, via lower cognitive and higher cognitive questions during classroom recitations.

_____ 5.3 Teacher allows generous amount of "wait-time" when questioning students.

_____ 5.4 Teacher "stays with" students whose initial responses are inaccurate or incomplete. Teacher probes their understanding and helps them produce better answers.

_____ 5.5 Teacher assess student performance through a variety of other means; written or other work products (e.g., checking students' work during seatwork, check homework, etc.).

_____ 5.6 Teacher moves around the room and checks the performance of students during independent work, not just those who seek assistance or who volunteer to show work.

_____ 5.7 Teacher maintains complete and accurate records of students' grades and progress.

Strengths:

Weaknesses: Suggestions for Improvement:

6. INSTRUCTIONAL FEEDBACK

_____ 6.1 Teacher provides immediate feedback on in-class responses and written assignment; feedback is simple, clear, and helps students understand and correct errors.
_____ 6.2 Teacher acknowledges correct responses during recitations and on assignments and tests.
_____ 6.3 Homework is regularly assigned, graded, and returned promptly.

Strengths:

Weaknesses: Suggestions for Improvement:

7. ASSESSMENT

_____ 7.1 Teacher regularly monitors student learning both formally and informally.
_____ 7.2 Classroom assessments of student performances match learning objectives.
_____ 7.3 Teacher is knowledgeable about test development techniques and apply these to select or prepare valid, reliable assessment instruments.
_____ 7.4 Teacher communicates academic progress to students and parents.

Strengths:

Weaknesses: Suggestions for Improvement:

8. STUDENT-TEACHER INTERACTIONS

_____ 8.1 Teacher sets appropriate standards for learning and let students know they are all expected to meet them. Standards are set so they are both challenging and attainable. Standards for quality work are set and maintained consistently.
_____ 8.2 Teacher holds students accountable for completing assignments, turning in work, and participating in classroom discussions.

_____ 8.3 Teacher gives students the time, help, and encouragement necessary to achieve at acceptable levels.

_____ 8.4 Teacher pays attention to student interests, problems, and accomplishments both in and out of the classroom.

_____ 8.5 Teacher praises and encourages student effort.

Strengths:

Weaknesses: Suggestions for Improvement:

II. INDIRECT

1. PROFESSIONALLY RELATED

_____ 1.1 Teacher takes part in professional growth activities (e.g., in-service meetings, course work, seminars, conferences, etc.)

_____ 1.2 Teacher demonstrates the ability to work with colleagues and strives to maintain good relations among peers.

_____ 1.3 Teacher performs necessary clerical responsibilities in a timely manner.

_____ 1.4 Teacher maintains a good attendance record, using leaves appropriately; prompt and punctual to school and class.

_____ 1.5 Teacher is able to work well independently with little or no guidance from the main office.

_____ 1.6 Teacher adheres to the school system's policies and procedures. Proper channels are followed in seeking answers to school-related problems.

_____ 1.7 Teacher is open to new ideas and new ways of doing things in the classroom.

Strengths:

Weaknesses: Suggestions for Improvement:

2. PARENT AND COMMUNITY RELATIONS

_____ 2.1 Teacher holds conferences with parents/guardians in compliance with existing school policy, and whenever a need becomes apparent.

_____ 2.2 Teacher communicates with parents in a timely fashion about their child's academic progress.

_____ 2.3 Teacher responds to parental inquiries promptly, positively, honestly, and discreetly.

Strengths:

Weaknesses: Suggestions for Improvement:

Evaluator's Comments (if needed):

Teacher's Comments (if needed):

Action plan(s) attached? Yes_____ No_____
Number_____

_____ _____ _____ _____
SIGNATURE OF EVALUATOR DATE SIGNATURE OF TEACHER* DATE

NOTE: THE SIGNATURE OF THE TEACHER DOES NOT NECESSARILY INDICATE AGREEMENT WITH EVALUATION, BUT THAT THE OPPORTUNITY TO REVIEW THE EVALUATION WAS AVAILABLE

APPENDIX C-2

ACTION PLAN FOR IMPROVED PERFORMANCE (Non-OTES Teachers)

TEACHER _____

EVALUATOR _____ RESULT OF THE EVALUATION DATED: _____

AREA(S) TO BE IMPROVED _____

STRATEGIES TO BE EMPLOYED FOR IMPROVEMENT	ACTIVITIES TO BE EMPLOYED TO ACHIEVE IMPROVEMENT	TIMELINE FOR EVALUATION PROGRESS	MEASURABLE EVALUATION CRITERIA

_____ _____

DATE EVALUATOR'S
SIGNATURE

_____ _____

DATE TEACHER'S
SIGNATURE

_____ I understand that the NLEA will be notified that an Action Plan has been developed.

APPENDIX D-1

Certified Salary Schedule
FY 24-25

Base Salary: $36,385 5.5% Fringe Benefit P/U

EXP	INDEX	BA	INDEX	BA+150	INDEX	MA	INDEX	MA+15	INDEX	MA+30
0	1.00	$37,685	1.04	$39,165	1.10	$41,424	1.15	$43,307	1.18	$44,437
1	1.04	$39,165	1.09	$41,048	1.15	$43,307	1.20	$45,190	1.23	$46,320
2	1.08	$40,671	1.13	$42,554	1.20	$45,190	1.25	$47,073	1.28	$48,203
3	1.12	$42,177	1.18	$44,437	1.25	$47,073	1.30	$48,956	1.33	$50,086
4	1.16	$43,684	1.22	$45,943	1.30	$48,956	1.35	$50,839	1.38	$51,969
5	1.20	$45,190	1.27	$47,826	1.35	$50,839	1.40	$52,722	1.43	$53,852
6	1.24	$46,696	1.31	$49,333	1.40	$52,722	1.45	$54,605	1.48	$55,734
7	1.28	$48,203	1.36	$51,215	1.45	$54,605	1.50	$56,488	1.53	$57,617
8	1.32	$49,709	1.40	$52,722	1.50	$56,488	1.55	$58,371	1.58	$59,500
9	1.36	$51,215	1.45	$54,605	1.55	$58,371	1.60	$60,253	1.63	$61,383
10	1.40	$52.722	1.49	$56,111	1.60	$60,253	1.65	$62,136	1.68	$63,266
11	1.44	$54,228	1.54	$57,994	1.65	$62,136	1.70	$64,019	1.73	$65,149
12	1.48	$55,734	1.58	$59,500	1.70	$64,019	1.75	$65,902	1.78	$67,032
13	1.52	$57,241	1.63	$61,383	1.75	$65,902	1.80	$67,785	1.83	$68,915
14	1.55	$58,371	1.66	$62,513	1.79	$67,409	1.84	$69,291	1.87	$70,421
15	1.58	$59,500	1.70	$64,019	1.83	$68,915	1.88	$70,798	1.91	$71,928
16	1.61	$60,630	1.73	$65,149	1.87	$70,421	1.92	$72,304	1.95	$73,43
18	1.65	$62,136	1.78	$67,032	1.92	$72,304	1.97	$74,187	2.00	$75,317
22	1.69	$63643	1.82	$68,538	1.97	$74,187	2.02	$76,070	2.04	$76,823
26	1.73	$65,149	1.86	$70,045	2.01	$75,693	2.06	$77,576	2.09	$78,706
30	1.75	$65,902	1.88	$70,798	2.03	$76,447	2.08	$78,330	2.11	$79,459

Base Salary: $38,097 Hired After 01/01/2015

EXP	INDEX	BA	INDEX	BA+150	INDEX	MA	INDEX	MA+15	INDEX	MA+30
0	1.00	$39,430	1.04	$41,007	1.10	$43,373	1.15	$45,345	1.18	$46,528
1	1.04	$41,007	1.09	$41,007	1.10	$43,373	1.15	$45,345	1.18	$46,528
2	1.08	$42,585	1.13	$44,556	1.20	$47,316	1.25	$49,288	1.28	$50,471
3	1.12	$44,162	1.18	$46,528	1.25	$49,288	1.30	$51,259	1.33	$52,442
4	1.16	$45,739	1.22	$48,105	1.30	$51,259	1.35	$53,231	1.38	$54,414
5	1.20	$47,316	1.27	$50,076	1.35	$53,231	1.40	$55,202	1.43	$56,385
6	1.24	$48,894	1.31	$51,654	1.40	$55,202	1.45	$57,174	1.48	$58,357
7	1.28	$50,471	1.36	$53,625	1.45	$57,174	1.50	$59,145	1.53	$60,328
8	1.32	$52,048	1.4	$55,202	1.50	$59,145	1.55	$61,117	1.58	$62,300
9	1.36	$53,625	1.45	$57,174	1.55	$61,117	1.60	$63,088	1.63	$64,271
10	1.40	$55,202	1.49	$58,751	1.60	$63,088	1.65	$65,060	1.68	$66,243
11	1.44	$56,780	1.54	$60,723	1.65	$65,060	1.70	$67,031	1.73	$68,214
12	1.48	$58,357	1.58	$62,300	1.70	$67,031	1.75	$69,003	1.78	$70,186
13	1.52	$59,934	1.63	$64,271	1.75	$69,003	1.80	$70,974	1.83	$72,157
14	1.55	$61,117	1.66	$65,454	1.79	$70,580	1.84	$72,552	1.87	$73,735
15	1.58	$62,300	1.70	$67,031	1.83	$72,157	1.88	$74,129	1.91	$75,312
16	1.61	$63,483	1.73	$68,214	1.87	$73,735	1.92	$75,706	1.95	$76,889
18	1.65	$65,060	1.78	$70,186	1.92	$75,706	1.97	$77,678	2.00	$78,860
22	1.69	$66,637	1.82	$71,763	1.97	$77,678	2.02	$79,649	2.04	$80,438
26	1.73	$68,214	1.86	$73,340	2.01	$79,255	2.06	$81,226	2.09	$82,409
30	1.75	$69,003	1.88	$74,129	2.03	$80,043	2.08	$82,015	2.11	$83,198

APPENDIX D-2

Certified Salary Schedule
FY 2025-26

Base Salary:37,658 $ 5.5% Fringe Benefit P/U										
EXP	**INDEX**	**BA**	**INDEX**	**BA+150**	**INDEX**	**MA**	**INDEX**	**MA+15**	**INDEX**	**MA+30**
0	1.00	$38,788	1.04	$40,340	1.10	$42,667	1.15	$44,606	1.18	$45,770
1	1.04	$40,340	1.09	$42,279	1.15	$44,606	1.20	$46,546	1.23	$47,709
2	1.08	$41,891	1.13	$43,831	1.20	$46,546	1.25	$48,485	1.28	$49,649
3	1.12	$43,443	1.18	$45,770	1.25	$48,485	1.30	$50,425	1.33	$51,588
4	1.16	$44,994	1.22	$47,322	1.30	$50,425	1.35	$52,364	1.38	$53,528
5	1.20	$46,546	1.27	$49,261	1.35	$52,364	1.40	$54,303	1.43	$55,467
6	1.24	$48,097	1.31	$50,813	1.40	$54,303	1.45	$56,243	1.48	$57,406
7	1.28	$49,649	1.36	$52,752	1.45	$56,243	1.50	$58,182	1.53	$59,346
8	1.32	$51,200	1.40	$54,303	1.50	$58,182	1.55	$60,122	1.58	$61,285
9	1.36	$52,752	1.45	$56,243	1.55	$60,122	1.60	$62,061	1.63	$63,225
10	1.40	$54,303	1.49	$57,794	1.60	$62,061	1.65	$64,000	1.68	$65,164
11	1.44	$55,855	1.54	$59,734	1.65	$64,000	1.70	$65,940	1.73	$67,104
12	1.48	$57,406	1.58	$61,285	1.70	$65,940	1.75	$67,879	1.78	$69,043
13	1.52	$58,958	1.63	$63,225	1.75	$67,879	1.80	$69,819	1.83	$70,982
14	1.55	$60,122	1.66	$64,388	1.79	$69,431	1.84	$71,370	1.87	$72,534
15	1.58	$61,285	1.70	$65,940	1.83	$70,982	1.88	$72,922	1.91	$74,085
16	1.61	$62,449	1.73	$67,104	1.87	$72,534	1.92	$74,473	1.95	$75,637
18	1.65	$64,000	1.78	$69,043	1.92	$74,473	1.97	$76,413	2.00	$77,576
22	1.69	$65,552	1.82	$70,594	1.97	$76,413	2.02	$78,352	2.04	$79,128
26	1.73	$67,104	1.86	$72,146	2.01	$77,964	2.06	$79,904	2.09	$81,067
30	1.75	$67,879	1.88	$72,922	2.03	$78,740	2.08	$80,679	2.11	$81,843
Base Salary: $39,430 Hired After 01/01/2015										
EXP	**INDEX**	**BA**	**INDEX**	**BA+150**	**INDEX**	**MA**	**INDEX**	**MA+15**	**INDEX**	**MA+30**
0	1.00	$40,613	1.04	$42,238	1.10	$44,674	1.15	$46,705	1.18	$47,924
1	1.04	$42,238	1.09	$44,268	1.15	$46,705	1.20	$48,736	1.23	$49,954
2	1.08	$43,862	1.13	$45,893	1.20	$48,736	1.25	$50,766	1.28	$51,985
3	1.12	$45,487	1.18	$47,924	1.25	$50,766	1.30	$52,797	1.33	$54,015
4	1.16	$47,111	1.22	$49,548	1.30	$52,797	1.35	$54,828	1.38	$56,046
5	1.20	$48,736	1.27	$51,579	1.35	$54,828	1.40	$56,858	1.43	$58,077
6	1.24	$50,360	1.31	$53,203	1.40	$56,858	1.45	$58,889	1.48	$60,107
7	1.28	$51,985	1.36	$55,234	1.45	$58,889	1.50	$60,920	1.53	$62,138
8	1.32	$53,609	1.4	$56,858	1.50	$60,920	1.55	$62,950	1.58	$64,169
9	1.36	$55,234	1.45	$58,889	1.55	$62,950	1.60	$64,981	1.63	$66,199
10	1.40	$56,858	1.49	$60,514	1.60	$64,981	1.65	$67,012	1.68	$68,230
11	1.44	$58,483	1.54	$62,544	1.65	$67,012	1.70	$69,042	1.73	$70,261
12	1.48	$60,107	1.58	$64,169	1.70	$69,042	1.75	$71,073	1.78	$72,291
13	1.52	$61,732	1.63	$66,199	1.75	$71,073	1.80	$73,104	1.83	$74,322
14	1.55	$62,950	1.66	$67,418	1.79	$72,698	1.84	$74,728	1.87	$75,947
15	1.58	$64,169	1.70	$69,042	1.83	$74,322	1.88	$76,353	1.91	$77,571
16	1.61	$65,387	1.73	$70,261	1.87	$75,947	1.92	$77,977	1.95	$79,196
18	1.65	$67,012	1.78	$72,291	1.92	$77,977	1.97	$80,008	2.00	$81,226
22	1.69	$68,636	1.82	$73,916	1.97	$80,008	2.02	$82,039	2.04	$82,851
26	1.73	$70,261	1.86	$75,540	2.01	$81,632	2.06	$83,663	2.09	$84,881
30	1.75	$71,073	1.88	$76,353	2.03	$82,445	2.08	$84,475	2.11	$85,694

APPENDIX D-3

Certified Salary Schedule
FY 2026-27

Base Salary: $38,788 5.5% Fringe Benefit P/U										
EXP	**INDEX**	**BA**	**INDEX**	**BA+150**	**INDEX**	**MA**	**INDEX**	**MA+15**	**INDEX**	**MA+30**
0	1.00	$39,758	1.04	$41,348	1.10	$43,734	1.15	$45,722	1.18	$46,914
1	1.04	$41,348	1.09	$43,336	1.15	$45,722	1.20	$47,709	1.23	$48,902
2	1.08	$42,939	1.13	$44,926	1.20	$47,709	1.25	$49,697	1.28	$50,890
3	1.12	$44,529	1.18	$46,914	1.25	$49,697	1.30	$51,685	1.33	$52,878
4	1.16	$46,119	1.22	$48,505	1.30	$51,685	1.35	$53,673	1.38	$54,866
5	1.20	$47,709	1.27	$50,493	1.35	$53,673	1.40	$55,661	1.43	$56,854
6	1.24	$49,300	1.31	$52,083	1.40	$55,661	1.45	$57,649	1.48	$58,842
7	1.28	$50,890	1.36	$54,071	1.45	$57,649	1.50	$59,637	1.53	$60,830
8	1.32	$52,480	1.40	$55,661	1.50	$59,637	1.55	$61,625	1.58	$62,817
9	1.36	$54,071	1.45	$57,649	1.55	$61,625	1.60	$63,613	1.63	$64,805
10	1.40	$55,661	1.49	$59,239	1.60	$63,613	1.65	$65,600	1.68	$66,793
11	1.44	$57,251	1.54	$61,227	1.65	$65,600	1.70	$67,588	1.73	$68,781
12	1.48	$58,842	1.58	$62,817	1.70	$67,588	1.75	$69,576	1.78	$70,769
13	1.52	$60,432	1.63	$64,805	1.75	$69,576	1.80	$71,564	1.83	$72,757
14	1.55	$61,625	1.66	$65,998	1.79	$71,167	1.84	$73,154	1.87	$74,347
15	1.58	$62,817	1.70	$67,588	1.83	$72,757	1.88	$74,745	1.91	$75,938
16	1.61	$64,010	1.73	$68,781	1.87	$74,347	1.92	$76,335	1.95	$77,528
18	1.65	$65,600	1.78	$70,769	1.92	$76,335	1.97	$78,323	2.00	$79,516
22	1.69	$67,191	1.82	$72,359	1.97	$78,323	2.02	$80,311	2.04	$81,106
26	1.73	$68,781	1.86	$73,950	2.01	$79,913	2.06	$81,901	2.09	$83,094
30	1.75	$69,576	1.88	$74,745	2.03	$80,708	2.08	$82,696	2.11	$83,889
Base Salary: $40,613 Hired After 01/01/2015										
EXP	**INDEX**	**BA**	**INDEX**	**BA+150**	**INDEX**	**MA**	**INDEX**	**MA+15**	**INDEX**	**MA+30**
0	1.00	$41,628	1.04	$43,294	1.10	$45,791	1.15	$47,873	1.18	$49,122
1	1.04	$43,294	1.09	$45,375	1.15	$47,873	1.20	$49,954	1.23	$51,203
2	1.08	$44,959	1.13	$47,040	1.20	$49,954	1.25	$52,036	1.28	$53,284
3	1.12	$46,624	1.18	$49,122	1.25	$52,036	1.30	$54,117	1.33	$55,366
4	1.16	$48,289	1.22	$50,787	1.30	$54,117	1.35	$56,198	1.38	$57,447
5	1.20	$49,954	1.27	$52,868	1.35	$56,198	1.40	$58,280	1.43	$59,529
6	1.24	$51,619	1.31	$54,533	1.40	$58,280	1.45	$60,361	1.48	$61,610
7	1.28	$53,284	1.36	$56,615	1.45	$60,361	1.50	$62,443	1.53	$63,692
8	1.32	$54,950	1.4	$58,280	1.50	$62,443	1.55	$64,524	1.58	$65,773
9	1.36	$56,615	1.45	$60,361	1.55	$64,524	1.60	$66,606	1.63	$67,854
10	1.40	$58,280	1.49	$62,026	1.60	$66,606	1.65	$68,687	1.68	$69,936
11	1.44	$59,945	1.54	$64,108	1.65	$68,687	1.70	$70,768	1.73	$72,017
12	1.48	$61,610	1.58	$65,773	1.70	$70,768	1.75	$72,850	1.78	$74,099
13	1.52	$63,275	1.63	$67,854	1.75	$72,850	1.80	$74,931	1.83	$76,180
14	1.55	$64,524	1.66	$69,103	1.79	$74,515	1.84	$76,596	1.87	$77,845
15	1.58	$65,773	1.70	$70,768	1.83	$76,180	1.88	$78,262	1.91	$79,510
16	1.61	$67,022	1.73	$72,017	1.87	$77,845	1.92	$79,927	1.95	$81,176
18	1.65	$68,687	1.78	$74,099	1.92	$79,927	1.97	$82,008	2.00	$83,257
22	1.69	$70,352	1.82	$75,764	1.97	$82,008	2.02	$84,090	2.04	$84,922
26	1.73	$72,017	1.86	$77,429	2.01	$83,673	2.06	$85,755	2.09	$87,004
30	1.75	$72,850	1.88	$78,262	2.03	$84,506	2.08	$86,587	2.11	$87,836

APPENDIX E

NEW LONDON LOCAL SCHOOLS
SUPPLEMENTARY SALARY SCHEDULE
Percentage of Base on Certified Salary Schedule

Years Experience:	(0-1)	(2-3)	(4 +)
STEP:	I	II	III
Faculty Manager	9.0	10.0	11.5
Head Football	15.5	18.0	21.0
Asst. Football	9.0	11.0	12.5
Middle School Football	6.5	7.5	8.5
Head Golf (B&G)	9.0	10.5	12.5
Head Cross Country	9.0	10.5	12.5
Asst. Cross Country	5.0	5.5	6.0
Middle School Cross Country	6.5	7.5	8.5
Head Volleyball	12.0	14.0	16.0
Asst. Volleyball	7.0	8.5	10.0
8th Grade Volleyball	6.5	7.5	8.5
7th Grade Volleyball	6.5	7.5	8.5
Head Basketball (B&G)	15.5	18.0	21.0
Asst. Basketball (B&G)	9.0	11.0	12.5
9th Grade Basketball (B&G)	7.0	8.5	10.0
8th Grade Basketball (B&G)	6.5	7.5	8.5
7th Grade Basketball (B&G)	6.5	7.5	8.5
Head Wrestling	12.0	14.0	16.0
Asst. Wrestling	7.0	8.5	10.0
Middle School Wrestling	6.5	7.5	8.5
Head Track (B&G)	10.0	11.5	13.0
Asst. Track (B&G)	7.0	8.5	10.0
Middle School Track (B&G)	6.5	7.5	8.5
Head Baseball	10.0	11.5	13.0
Assistant Baseball	7.0	8.5	10.0

Head Softball	10.0	11.5	13.0
Assistant Softball	7.0	8.5	10.0
HS Cheerleader Advisor Fall	5.0	6.5	8.0
HS Cheerleader Advisor Winter	5.0	6.5	8.0
Middle School Cheerleader Advisor Fall	3.0	4.0	5.0
Middle School Cheerleader Advisor Winter	3.0	4.0	5.0
Marching Band Director	10.0	12.0	14.0
Marching Band Assistant	3.5	4.0	4.5
Inst. Music Solo/Ensemble	3.5	4.0	4.5
Jazz Band	1.5	2.0	2.5
Flag Line	3.5	4.0	5.0
Winter Color Guard	1.5	2.0	2.5
Vocal Music Solo/Ensemble	3.5	4.0	4.5
Musical Production**			
Drama Director	6.0	6.5	7.0
Vocal Music Director	3.5	4.0	4.5
Technical Director	1.0	1.5	2.0
Drama Production**			
Drama Director	3.0	3.25	3.5
Technical Director	0.5	0.75	1.0
**These supplemental contracts shall apply for each production of this type annually.			
HS Student Council Advisor	2.5	3.0	3.5
MS Student Council Advisor	1.25	1.5	1.75
8th Grade Trip Coordinator	1.5	2.0	2.5
7th Grade Trip Coordinator	1.5	2.0	2.5
Class Advisor 10	2.0	3.0	4.0
Class Advisor 11	2.0	3.0	4.0
Class Advisor 12 (2)	2.0	3.0	4.0
JR/SR Prom Advisor	2.0	2.5	3.0
Nat'l Honor Society	2.5	3.0	3.5
Foreign Language Club	1.5	2.0	2.5
Academic Team Advisor	2.5	3.0	3.5
MS Academic Challenge	1.0	1.25	1.50
Sixth Grade Camp (per diem)	0.2	0.3	0.4

Teacher Performance Evaluation Rubric

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

Teacher Name: Date:

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

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

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

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

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

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

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

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

Professional Growth Plan

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

☐ Self-Directed

☐ Collaborative Teacher Evaluator

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

Evaluator Signature **Date** **Teacher Signature** **Date**

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

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

Written improvement plans are to be developed in the circumstances when an educator has a final summative rating of ineffective. However, districts have discretion to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

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

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

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

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

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.	
Actions to be Taken	**Sources of Evidence that Will Be Examined**

Section 4: Assistance and Professional Development

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

Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: _____Date: _____

Evaluator's Signature: _____Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: ____ Date: ____

Evaluator's Signature: ____ Date: ____

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

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

Conversion of Unused Sick Leave

The following form will be used to convert sick leave per Article VI – Leaves of Absence (Paid and Unpaid), Section 6.01 – SICK LEAVE, letter I.

The Conversion of Unused Sick Leave form must be turned in to the Treasurer's Office by July 1 of each year. The payment will be issued on or before the second pay in August.

The payout schedule for the converted sick leave is based on the following schedule:

By July 1, 2025, hand in Conversion of Unused Sick Leave Form for payment in August 2025

By July 1, 2026, hand in Conversion of Unused Sick Leave Form for payment in August 2026

By July 1, 2027, hand in Conversion of Unused Sick Leave Form for payment in August 2027

Days to Convert – Please identify the number of days to convert.

1 Day: _____
2 Days: _____
3 Days: _____
4 Days: _____
5 Days: _____

The following chart will be used in calculating the conversion of sick leave.

Days	5 Days Max
100-149 Days	$71.92
150-199 Days	$81.37
200 + Days	$86.14

Name: _____

Signature: _____

Date: _____

Treasurer's Office Signature: _____ **Date** _____
Superintendent's Office Signature: _____ **Date** _____

Personal Leave Conversion

The following form will be used to convert personal leave per Article VI – Leaves of Absence (Paid and Unpaid), Section 6.01 – SICK LEAVE, letter I.

The Personal Leave Conversion form must be turned in to the Treasurer's Office by September 1 of each year.

By turning in this form, I _____ wish to convert _____ (10 or 20) sick leave days to ____ (1 or 2) personal leave day(s).

Purchased leave days converted will be used prior to the three (3) granted personal leave days in 6.03 – PERSONAL LEAVE.

Name: _____

Signature: _____

Date: _____

Treasurer's Office Signature: _____ **Date** _____
Superintendent's Office Signature: _____ **Date** _____