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# Port Clinton Federation of Teachers

# Master Agreement

# Effective:

# July 1, 2024 - June 30, 2027

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# ARTICLE I: RECOGNITION

## Section l. Recognition

A. Port Clinton Board of Education recognizes the Port Clinton Federation of Teachers, affiliated with the Ohio Federation of Teachers, The American Federation of Teachers, and the AFL-CIO as the sole and exclusive representative for all members of the bargaining unit, which includes all full time and regular part time certificated employees, including substitutes after the 60th consecutive day of employment to one specific teaching position. Positions not covered include administrative and supervisory personnel, substitutes with less than 60 consecutive days, special and general education tutors, permanent building substitutes, medical assistant and psychologist. The term of recognition shall be continuous unless the PCFT is removed or replaced as representative in accordance with the provisions of Chapter 4117 O.R.C. For the purpose of this Article, administrative and supervisory personnel shall include any employee now or hereafter placed on administrative salary schedule and required to have a certificate under O.R.C. 3319.02. In all other sections of the contract, licensed and certified staff shall be viewed as synonymous.

B. The Board shall not negotiate or bargain with any individual or group of individuals the conditions, provisions, terms, or applications of this agreement, unless duly authorized by Port Clinton Federation of Teachers.

C. Upon reasonable request, the Board shall make available to the Port Clinton Federation of Teachers the following information. The Port Clinton Federation of Teachers will pay the cost of reproducing this information, beyond one copy.

1. Form 4502 - July/June fiscal year report
2. Annual appropriations measures, official
3. Amended official certificate of estimated resources
4. January budget request
5. Training and experience grid
6. Other budget information which is public record
7. Form SF-12

D. During the term of this agreement, neither party shall unilaterally change or amend any of its provisions. If either party desires to change or modify any of its provisions, that party shall notify the other in writing and file a Notice to Negotiate with the State Employment Relations Board. A meeting to discuss such possible changes shall be set at the parties' convenience.

E. In the event that change in the agreement is required because of new or amended statutes, federal law, federal regulation or court decisions having jurisdiction over the Port Clinton School District representatives of the Port Clinton Federation of Teachers who are full time employees of the Port Clinton Board of Education and the Board of Education, or its designated representatives who are full time employees of the district, shall meet to negotiate the changes and its implementation. If the parties fail to reach agreement on such changes, by the date mandated, the Board reserves the authorization granted by law to make all required changes in this agreement provided that such action by the Board shall not preclude further discussion of such required change. The Board of Education shall not be required to

negotiate or meet to discuss on any subject for whom the General Assembly has specifically prohibited from negotiations.

F. During the term of recognition as set forth in sub-section "A" above, no individual, group of individuals, or any organization may challenge the PCFT for representation rights for the teachers' bargaining unit, or no representation, except as to the procedures provided by Ohio Revised Code Chapter 4117 and the State Employment Relations Board.

G. Herein this agreement, any reference to “day” or “days” for the purpose of timelines and procedures shall refer to CALENDAR days, unless otherwise specified.

    a. All previous Memorandum of Understandings and/or past practices that were in effect under any prior agreement shall expire with the effective date of this successor agreement, unless specifically incorporated herein.

## Section 2. Exclusivity

All of the rights and privileges granted to the PCFT by this Agreement shall be exclusive of any other organization which may be eligible to challenge the PCFT as representative of the bargaining unit under the provisions of ORC 4117.

## Section 3. Management Rights

The Board hereby retains and reserves unto itself, without limitation, all powers, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Ohio, and of the United States, except as altered by the provisions of this Contract.

The exercise of these powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this contract and Ohio Statutes.

## Section 4. Board Policy Book

A. During the term of this agreement the Board of Education shall not adopt any policy, rule or regulation which shall rescind, amend or otherwise modify or circumvent the terms of said agreement.

B. Copies of all Board Policy shall be made available electronically on the district web page.

## Section 5. Principles of Negotiations

A. The Board of Education of the Port Clinton City School District, hereinafter referred to as the "Board", and the Port Clinton Federation of Teachers, Local 3217, hereinafter referred to as "PCFT", state that the purpose of the procedures established herein is to provide a means for harmonious and cooperative relationships between the Board and the certificated employees through collective negotiations, and to protect the public and the welfare of Port Clinton school children by assuring orderly operation of the public school system. For and in aid of that purpose, the principles stated in succeeding sections of this document shall govern the negotiation process between the Board and PCFT.

B. It is recognized and agreed that the Board of Education is an official body duly elected by the community to discharge its authority as defined by the laws of this State, and statements within this document shall not be construed to prevent the Board from complying with its duty.

C. "Good Faith" negotiation, as provided for by this document includes, but not by way of limitation, reasonable positions on bargain able issues, and indicated willingness to reach an agreement thereon; setting forth, evaluating or agreeing to proposals with sound, professional consideration; a search for counter proposals to proposals not accepted; but does not compel either party to agree to a proposal or require the making of a concession. However, breach of existing agreements, breach of tentative agreement, making unexplained changes in position, raising new and additional issues calculated to avoid the reaching of an agreement, or violating any of the principles or procedures of this document shall constitute a breach of "Good Faith".

D. Representatives of the Board and PCFT shall participate in negotiations freely and without fear of penalty, sanction, reprisal, or recrimination.

E. The president of PCFT shall serve upon the Board in writing the names and addresses of the officers of PCFT annually by October l.

## Section 6. Subjects of Negotiation

Representatives of the Board and PCFT will negotiate in good faith a professional salary schedule, fringe benefits and such other terms and conditions of employment as has been the practice in prior years.

## Section 7. Requests for Negotiation

A. If either of the parties' desire to negotiate changes in salaries or other terms and conditions of employment which are within the authority of the Board to resolve, it shall notify the other party in writing no later than three months, and not earlier than four months, prior to the expiration date of any agreement or understanding reached pursuant to the terms of this negotiating procedure. Notification in writing from PCFT shall be served upon the Superintendent. Notification in writing from the Board shall be served upon the President of PCFT.

B. Within fifteen days after receipt of such notice, an initial meeting will be held at which time the parties shall submit in writing their proposals. It is the responsibility of PCFT to notify SERB when negotiations are to begin.

C. Proposals shall in form and detail specify that to which agreement is sought. Topical listings of items proposed for negotiation ("laundry lists") shall constitute a clear failure of compliance with this requirement and may be disregarded. Should Interest Based Bargaining be used, PCFT and the Board of Education will draft ground rules together. Issues will be exchanged at the initial meeting.

D. The items proposed shall constitute the total for negotiations. The remaining items of the then current contract shall remain in force and effect, and shall be part of any successor agreement.

## Section 8. Negotiation Meetings

A. Negotiation meetings shall be scheduled at the request of the parties and, until negotiations are concluded, either party may require at each meeting a decision on the date, time and place of a subsequent meeting.

B. Meetings shall be scheduled at reasonable intervals, places and times to avoid, as nearly as is practicable, conflict and interference with school and employment schedules.

C. Negotiation meetings shall be closed to the press and the public.

D. Either party may recess for caucuses of reasonable length at any time.

E. Minutes of meetings shall be kept by each party only if it deems necessary, and only in such form and detail as it may determine advisable.

## Section 9. Representation

Representation at negotiation meetings shall be limited to five representatives of PCFT and the Board of Education, freely chosen by each party.

## Section 10. Assistance and Study Committees

A. Either party may call upon professional and lay persons to consider and make suggestions concerning matters under discussion.

B. The negotiating teams may, by mutual agreement, create joint study committees which have specific purposes, duties and deadlines. Such committees shall meet outside the negotiations procedures and have recommendation powers only to the Superintendent and PCFT.

## Section 11. Information

The parties agree to furnish, upon written request and in a reasonable time, available information concerning the financial status of the district and such other information to assist the parties in the development and evaluation of proposals.

## Section 12. News Releases

Neither party shall make a release to the news media regarding negotiations so long as good faith negotiations are in progress. A courtesy copy of written releases concerning negotiations given to news media or to the public by either party shall be provided to the other party.

## Section 13. Agreement

A. Tentative agreement on negotiated items shall be reduced to writing and initialled by the representatives of each party, but such initialling shall not be final agreement.

B. The purpose of "tentative agreements" is to develop a package that will be submitted to the teachers for ratification and the Board for approval. Initialling the tentative agreements shall be done in "good faith".

C. When all items have been removed from the table, either through "tentative agreements" or withdrawal by the proposing party, the negotiating teams shall recommend approval to the Board of Education and PCFT for their approval.

D. Final agreement shall be reached when the teachers ratify the final negotiated package and it is approved by the Board of Education at a meeting in accordance with Ohio Revised Code Section 3313.33. The Board shall make the necessary arrangements for a regular or special meeting on the final negotiated package in compliance with ORC 3313.33, which meeting will be held within fifteen (15) days after the teachers have voted to ratify the final negotiated package.

## Section 14. Dispute Resolution

A. If agreement is not reached within sixty days following commencement of negotiations, either party may at any time thereafter request the employment of a mediator, and the cost, if any, of such mediating services shall be shared equally by the Board and PCFT. However, if after sixty days from the commencement of negotiations, should either party request that negotiations be extended before mediation, and if both parties mutually agree to do so, negotiations before mediation will be extended up to thirty additional days, making a total number of days for any one negotiating session ninety days from the date of the initial meeting.

B. The mediator shall be supplied by the Federal Mediation and Consultation Service provided that such service is available. In the event that the services of a federal mediator cannot be provided, the mediator shall be selected by the alternate strike method from a list of nine proposed mediators from the American Arbitration Association.

C. The Board agrees that the aforementioned FMCS shall supersede all other dispute settlement procedures contained in Chapter 4117.14 O.R.C. The Board further agrees that the members of PCFT have the right to strike under the procedures of 4117.14 O.R.C.

## Section 15. CONFLICT WITH STATE LAW

If any portion of this Master Agreement conflicts with State law, the provisions of this Agreement shall govern**,** unless the General Assembly has enacted a law which prohibits the parties from entering into an agreement that conflicts with State law.

# ARTICLE II: DUES DEDUCTION

## Section 1. Payroll Deductions

A. The Board will provide payroll deduction for PCFT dues in equal amounts, as designated by the teacher from each paycheck of October, November, and December, and January, or each paycheck of October through July. Teachers desiring payroll deduction for PCFT dues shall give a signed statement to the Treasurer authorizing deductions to be made.

B. Payroll deduction of dues for PCFT membership shall be automatically renewed and continuous from year to year unless the Board Treasurer is notified by the teacher pursuant to Section 9.41 Revised Code, that he/she wishes to discontinue deduction of dues.

C. The PCFT will notify the Treasurer by September 1 of any changes in the amount of dues and/or fees to be deducted effective in October of that year.

D. PCFT shall indemnify and hold the Board and any of its agents harmless against any and all claims, demands, suits and other forms of liability that may arise out of, or by reason of, action taken by the Board for the purpose of complying with any of the provisions hereof.

E. Credit Union

The Board shall provide payroll deduction for payment to the Commodore Perry Federal Credit Union. Such deductions shall be in accordance with the Credit Union regulations.

F. Charities

Upon request the Board shall make payroll deductions for "United Way" in the amount stated in writing by the teacher.

G. Annuities

Upon request the Board shall make payroll deduction for annuities. It shall be the responsibility of the teacher to provide the Treasurer with copies of essential data. Staff shall conform to guidelines as outlined in Board Administrative guideline 6520 available electronically through the district website.

H. Taxes

The Board shall make payroll deductions for payment of State, Federal, and State Income Tax and the Income Tax for the City to which the teacher is responsible.

I. Upon written authorization signed by the bargaining unit member, the Board's Treasurer shall make deductions from his/her pay checks for contributions to the Ohio Federation of Teachers Committee on Political Education (COPE). Such contributions shall be deducted in equal amounts twice a month. Said deductions shall be automatically renewed and continuous from year to year unless the Board Treasurer is notified by the teacher that he/she wishes to discontinue deductions for COPE. The deductions shall be forwarded to the Ohio Federation of Teachers on behalf of the PCFT. A copy of the check and a list of those who were deducted from shall be forwarded to the PCFT Treasurer.

J. The Board of Education will not make any adjustments in the payroll deductions of any member of the bargaining unit, other than those required by law, without authorization from the individual.

## Section 2. Employee information

The Board shall supply the PCFT monthly, a list of those members from whom dues deductions have been made.

## Section 3. Cancellation of Payroll Deductions

A. The Board Treasurer will provide the PCFT Treasurer with a copy of the teacher's written notice of cancellation of dues deduction for PCFT membership before it becomes effective.

## ARTICLE III: COMMUNICATION AND MEETINGS

### Section l. Union Representatives

A. The Federation members in each building shall have the right to choose one or more representatives in accordance with PCFT regulations. If more than one representative is chosen, one shall be designated as Chairman, to whom the principal shall communicate decisions.

B. The Federation shall keep the Principal advised of the names of the Union representatives and chairmen in his/her building. Similar notification shall be given to the Superintendent of Schools.

### Section 2. Union Activities

A. A bulletin board shall be provided in the teachers' lounge at PCFT expense, on which the Union shall post notices and materials. The Federation Building Representative, or his/her designee, shall have the exclusive right and responsibility for posting and removing Union notices. The Union shall have the right to use the school mail and email. The Building Representative shall have the right to reasonable use of the school telephone during his/her unassigned time in order to carry out his/her official Union responsibilities.

B. The Building Representative shall have the right to schedule Union meetings before or after the designated school day and during the lunch time of the employees involved while the building is regularly open.

C. The President of the Union or his/her designee shall have the right to visit a school for any purpose relating to these Articles during the President's or his/her designee's unassigned time.

D. Whenever conferences or meetings are scheduled by the Superintendent during working hours, those teachers who are requested by the Superintendent or authorized by the terms of this Agreement to participate in such conferences or meetings shall suffer no loss of pay.

E. The Superintendent of Schools and his/her administrator(s) shall meet at least once a month with not more than five (5) representatives of the PCFT to discuss matters of mutual concern, if requested to do so in advance. The PCFT/Superintendent shall notify the Superintendent/ PCFT no later than three work days prior to the meeting of the agenda items to be discussed.

F. A building principal shall meet monthly, if requested in advance to do so, with the PCFT representative(s) from his/her building on a mutually agreed date and time.

## ARTICLE IV: TEACHING CONDITIONS

### Section l. Teacher Work Day

A. At the high school and middle school, teachers will be required to be on duty before students arrive in the building and not leave until students have left the school grounds. Student hours shall be **7:25 am - 2:40 pm.**

B. At the elementary schools, teachers will be required to be on duty before students arrive in the building and not leave until students have left the school grounds. Student hours shall be **8:40 am - 3:25 pm.** The

agreed upon language does not allow for the instructional school day to be extended without being negotiated.

C. The above time shall include a thirty (30) minute uninterrupted lunch period.

D. Requests for classes to be outside established student instructional day shall be submitted to PCFT Executive Council and agreed upon by both the executive council and the teacher(s) of the class(es) involved.

## Section 2. Emergency School Closing

When it becomes necessary to close schools, teachers will be notified through the local media, radio stations and other electronic means.

## Section 3. School Facilities

A. No teacher shall be responsible for the loss or damage of school property when such loss or damage is not the result of the teacher's negligence.

B. Teachers will work under safe and healthful conditions.

C. Upon completion of the building request form, the PCFT shall be able to meet within the school without cost, under circumstances that will not interfere with the instructional program, and when a custodian is on duty.

## Section 4. General Faculty/Department Meetings

A. Elementary administration may hold mandatory meetings with elementary staff before or after the student school day for professional development, OTES meetings, staff meetings or other meetings related to enhancing academic performance for up to 60 minutes beyond student dismissal up to 18 times per year. The maximum number of meetings shall not exceed one per week. The administration will provide three work days' notice before meetings may be held.

B. **Department Chairs will hold a minimum of three (3) meetings per school year, and those meetings will occur during staff enrichment days in the beginning , middle, and end of the school year. Dates for the meetings will be scheduled before the start of the school year and shared with the Superintendent's designee. All department meetings for grades 6-12 must include all grade levels 6-12.**

## Section 5. Class Size

Preschool class size shall be in accordance with Ohio Law.

A. The maximum class size for Kindergarten through Grade 2 shall be twenty-three students.

B. The maximum class size for grades 3 through 4 shall be twenty-six students.

C. The maximum class size for grades 5 through 8 shall be twenty-eight students and grades 9 through 12 shall be thirty students.

D. If a class size is exceeded an affected teacher shall have the option of additional hours per week of aide time for each student over the maximum (aide time provided under this section is in addition to the time provided under Article X, Section 1, B). The teacher affected may choose to receive a lump sum payment of $75 for each student over the prescribed maximum class size per semester (prorated per student per trimester as long as PCMS and Bataan Intermediate remain on trimesters). Said payment will be made at the conclusion of the school year to the affected teacher.

E. Class size will be recalculated the first week of each semester (trimester for PCMS) with adjustments being made to the teacher aide schedule reflecting changes in class sizes within each building. An aide will be reassigned only if a decrease in enrollment has occurred in a classroom assigned to an aide, and an increase has occurred in another classroom. The aides' working hours will continue unchanged and total aide time per building will remain the same throughout the school year.

F. All state standards shall apply to special education classes and vocational programs. In the event these standards are exceeded, the affected teacher shall become eligible for an additional hour per week of aide time for each student over the maximum.

G. All classes or courses that require special equipment or stations, such as shops and laboratory courses, shall be limited to the number of stations.

H. The above class size maximum shall not apply to homeroom, study hall, music and physical education.

I. Effective with the 1988-89 school year, specialists shall teach art, music and physical education classes in grades K through 8. If a specialist is absent and a certified substitute teacher is unavailable, the classroom teacher shall be responsible for instruction of the specialist's class at the negotiated sub rate. The classroom teacher may follow specialist plans or continue instruction in a regular classroom.

J. In grades K-5, there shall be employed at least one nurse per each 1000 students.

**Section 6 Teacher Contract Days**

The required number of teacher days for all teachers in the bargaining unit as hereafter provided shall be **181 days**. Teachers new to the Port Clinton City school District may be required to serve unpaid additional days for the purposes of orientation. **One of the 181 days must be a 7.5 hour day used any time in August (flex day) for classroom/instruction preparation. Teachers must notify their building principal of the date of the flex day. For new staff, one of the "New Teacher Orientation" days may be used to fulfill August flex day.**

**Starting with 2025 - 2026 school year teacher check out day will be an instructional day (175). This day will be made up in the body of the calendar. Teachers will still be given an opportunity to have a check out day if needed. Teachers will be paid the negotiated daily rate up to 7.5 hours for this day.**

## Section 7. Preparation Time

A. All teachers in grades 6 through 12 shall have one period of preparation daily. The remainder of the teacher's day may be used by the administration for professional activities (i.e. IEP meetings, grade level meetings…).

B. All teachers in grades PK-5 shall have preparation time daily including the time his/her students are with the art, music, and/or physical education specialists. The elementary teachers shall receive 210 minutes inside the student day per week for planning purposes. The remainder of the day may be used for grade level, collaboration and IEP meetings. Pre-School teachers shall receive 210 minutes per week of typical

planning time. Pre-school teachers also have dedicated time on non-instructional days for additional pre-school duties, plan time and IEP meetings. Pre-school teachers need to be available for collaborative work with other teachers and students on non-instructional days not to exceed two hours. In the event that scheduling conflicts arise, communication with the building principal should occur.

C. Teachers are not expected to be in the library during their student's library time.

D. Part-time teachers shall have preparation time in an amount equal to their part-time as it bears to full time.

E. "Preparation time" means scheduled time not including the lunch period, to be used at the teacher's discretion, for planning, preparation, and conferences with staff, students and parents. Teachers are permitted to leave the building during their lunch period.

F. Teachers shall only leave the building during their preparation time if they are conducting emergency or school business. Teachers must attempt to notify the building principal, and must sign out and sign in, and give appropriate reason including destination (Appendix J). A violation of this procedure shall be dealt with according to Article IV, Section 13 Progressive Discipline Procedure.

Any teacher with more than the minimum allotted planning time may be assigned duties equal to the amount of time above established minimums. Duties may not include administrative responsibilities that require an administrative license.

G. No teacher may be assigned duty during a scheduled preparation period without the principal first doing one of the following:

1. assigning an aide to the duty;

2. seeking a teacher volunteer to be paid at the hourly rate.

If a sufficient aide or volunteer is not available, the building principal shall have the right to appoint a teacher. If appointed, the teacher shall be paid the hourly rate and shall not be assigned duty beyond thirty (30) minutes.

H. The Senior High Athletic Director shall have at least two periods of release time to perform the duties of Athletic Director.

I. The Middle School Athletic Director shall have at least one period of release time to perform the duties of Athletic Director.

## Section 8. Maintenance of Certificates

As a condition of reemployment, all members of the bargaining unit shall maintain all teaching certificates in the areas in which they are actually teaching. It shall be the responsibility of each member to apply and qualify for the renewal of any certificate, and to file such certificate with the Treasurer.

## Section 9. School Libraries

School libraries shall be open for teacher(s) use no later than the second day of the school year and for classroom use the second week of the school year. School libraries will be closed no more than one week prior to the conclusion of the school year.

## Section 10. I.E.P. Writing for RIS and Speech Therapists

Intervention Specialists and Speech Therapists shall be granted release time for writing IEP's or testing based upon caseload in the given school year. Teachers are not required to be in their assigned building for their release time for the purpose of writing IEP documents.

Release time shall be based on the following caseloads:

1 – 10 students on caseload = 1day professional leave or 1 work day paid at hourly rate.

11+ students on caseload = 2 days professional leave or 2 work days paid at hourly rate.

The Intervention Specialist and Speech Therapists shall be granted release time or compensation for work done outside the school day. The compensation shall be computed by multiplying the teacher work day times the hourly rate in effect in the Master Agreement. The teacher may determine when IEP documents will be written and must communicate his/her plan with building administration prior to completing the IEP documents.

## Section 11. Progressive Discipline Procedure

A. No employee shall be disciplined except for cause.

B. Bargaining unit members will proceed through the progressive steps based on infractions of a continuing and related nature. Disciplinary action shall be commensurate with the bargaining unit member's offense and normally shall be progressive in nature. The Board and PCFT recognize that some more severe offenses may be dealt with on a more serious basis, with appropriate disciplinary action, including the possibility of suspension without pay of a multiple number of days for the first offense.

C. A bargaining unit member may be disciplined for violations of rules and regulations in the faculty handbooks, treasurer's handbook, as well as violations of the Collective Bargaining Agreement, Board Policies, Administrative Directives and other mutually agreed upon items between the PCFT and Board. Discipline shall be imposed in the following progression:

    1. Verbal Warning

    2. Written Reprimand(s)

        a. 1st b. 2nd c. 3rd within a 36 month period

    3. Suspension without Pay for 1 day @ daily rate

    4. Suspension without Pay for 2 to 5 days @ daily rate

D. A bargaining unit member shall be notified by an administrator, either verbally or written, of a discipline disposition no later than five (5) work days after the administrator knew or should have known of the offense. All written notices of discipline shall be copied to the PCFT President at the time of issuance. Before suspending a bargaining unit member without pay, the Superintendent/designee shall provide the bargaining unit member with a written Loudermill notice of violation(s) and a meeting within 72 hours of the notice. A bargaining unit member receiving a written reprimand shall have five (5) work days to schedule a conference with administrator issuing the reprimand.

E. At any discipline meetings and/or conferences, a bargaining unit member shall have the right to have only PCFT representation present.

F. Verbal warnings shall not be subject to the grievance procedure. Suspensions without pay shall be initiated at Level Three of Article V.

G. All disciplinary dispositions will be kept in a confidential discipline file at the Port Clinton Board of Education's office. The confidential discipline file shall be maintained in accordance with Ohio's Public Records law. Disciplinary actions against a bargaining unit member shall be expunged 36 months from the date of the discipline, if no further related incidents occur.

H. Nothing herein shall be construed as limiting the Administration's authority to report suspected criminal activity or abuse as defined by ORC 2151.421.

## ARTICLE V: GRIEVANCES

### Section l. Grievances

A. A grievance is a claim of violation, misinterpretation or misapplication of the provisions of this Agreement and any executed Memorandum of Understanding between the parties.

B. An "aggrieved" is the person or persons within the teachers' bargaining unit making the claim.

C. The limits in days under each Section of this Procedure shall exclude weekends and school holidays. The number of days indicated at each level shall be considered as maximum and reasonable effort should be made to expedite the process. The time limits may be extended by mutual consent, in writing, by both parties.

D. At each level of the formal grievance procedure, PCFT shall indicate, on forms provided by PCFT, those authorized by PCFT as grievance representatives at that level.

### Section 2. Procedure

Grievances shall be presented in accordance with the procedures outlined as follows:

A. Informal Procedure:

The aggrieved, the PCFT Building Representative, or both, shall first discuss the matter with the administrator concerned with the objective of resolving the matter informally. When taking this step in the grievance procedure, the aggrieved and/or the PCFT Building Representative will tell the administrator that the conversation is the informal step of the grievance procedure.

B. Formal Procedure:

Level One: If the matter is not resolved informally, the grievance, if authorized by the PCFT Building Representative, shall be submitted in writing to the administrator being grieved against. If such grievance is not filed within thirty (30) days following the act or condition upon which said grievance is based,

become known to the aggrieved or should have become known upon aggrieved's exercise of reasonable diligence, the grievance shall no longer exist.

The administrator shall within five (5) days after receiving the grievance give the aggrieved person his/her written answer, with a copy to the PCFT Building Representative and the PCFT President.

Level Two: Within five (5) days after receipt of the written answer required in Level One, the grievance may be referred in writing to the Superintendent. The Superintendent shall within five (5) days after receipt of the grievance, meet with the aggrieved and PCFT's authorized representatives. Within five days after such meeting the Superintendent will give the aggrieved, the appropriate administrator, and the PCFT President his/her written answer.

C. Board Level:

After receiving the decision of the Superintendent, the Aggrieved or the PCFT may choose, within five (5) days and prior to submitting the grievance to the PCFT Executive Council, to submit the grievance to the Board of Education. At the next meeting of the Board following such submission, the members of the Board and the aggrieved shall meet in executive session to openly discuss the matter of the grievance and any possible resolutions. If no resolution is reached within five (5) days of the next Board meeting, the aggrieved or the PCFT may submit the grievance to the PCFT Executive Council. Within ten (l0) days, the Executive Council shall decide whether or not to submit the grievance to Level Three.

D. Level Three:

1. The PCFT Executive Council shall notify the Board immediately that arbitration will take place, and also notify the American Arbitration Association no sooner than five (5) nor more than seven (7) days following the Committee's notification to the Board, requesting a list of seven (7) possible arbitrators who have had experience in resolving school issues within the past five (5) years. Within five (5) days after receiving the list of seven (7) arbitrators, the two (2) parties shall meet and by alternately striking names from the list, arrive at a selection.

2. The arbitrator shall be the person whose name remains on the list after six (6) names have been struck. A coin shall be tossed to determine who shall strike first. The parties shall meet with the arbitrator at the earliest possible date after he/she has been selected.

3. The parties shall provide the arbitrator with the proper materials and information for the arbitration process.

4. The arbitrator shall have no power to alter, add to, or subtract from the terms of the Master Agreement or to make any decision contrary to law.

5. The cost of such arbitration action shall be shared equally by the Board and PCFT. Each party shall retain the right to withdraw at any point in the proceedings, and in so doing shall affirm the other party's position in the grievance and shall bear the entire cost of the arbitration. The decision and awards of the arbitrator shall be binding on the parties.

## Section 3. Representation in Grievance Procedures

A. The aggrieved shall have a representative(s) present at any stage of the formal grievance procedure. Such representation shall be with approval of PCFT. An aggrieved is prohibited from bringing a personal

attorney or representative to any stage of the formal grievance procedure without 48 hour prior notification given to the Superintendent.

B. No aggrieved person, at any stage of the formal grievance procedure, will be required to meet with any administrator without PCFT representation.

### Section 4. Involvement with Higher Authority

If a grievance arises from the action of authority higher than the Principal of a school, the aggrieved person and/or the PCFT may present such grievance at Level Two of the Grievance Procedure. Such grievance shall be filed within thirty (30) days following the act or condition upon which said grievance is based become known to the aggrieved or should have been known, upon aggrieved's exercise of reasonable diligence, or said grievance shall no longer exist.

### Section 5. Time Limits

Failure of Administration to adhere to the time limits shall affirm the grievance. Failure of the aggrieved to adhere to the time limits shall result in a nullification of the grievance.

## ARTICLE VI: PUPILS

### Section l. Discipline

A. Both parties recognize that the primary responsibility for the maintenance of good discipline rests with the classroom teacher. The Board of Education and the PCFT agree that the adjustment of behavior problems is the joint responsibility of teachers and administrators. Administrators shall act with reasonable dispatch to render assistance to the teacher in resolving behavior problems.

B. The teacher may send to the principal or his/her representative a student who is causing a serious discipline problem in the classroom. The teacher shall communicate with said principal or his/her representative, in writing or in person on the same day, to provide the necessary information concerning the problem. Such pupil so referred shall not be sent back to the classroom for the remainder of the period for grades 6 through 12 and at least 15 minutes in grades K through 5. Disciplinary situations turned over to administration will be addressed as the administrator deems appropriate.

    1. In the event the referred student refused to comply with the teacher's directive to report to the office, the teacher may request the assistance of the principal, or his/her representative.

    2. If deemed necessary, disciplinary action will be taken.

    3. If deemed necessary, the teacher, the principal, or his/her representative may hold a conference to discuss the problem; said conference may include the teacher, the student, the parent, and the principal or his/her representative.

C. An In-School Suspension for grades 6-12 shall be developed by the middle school and high school teachers and administration to meet the needs of the school and students beginning with the 2007-08 school year.

The position of ISS monitor shall be an hourly rated position. This program shall be evaluated annually for effectiveness and continuation.

### Section 2. Transportation of Pupils

No teacher, excluding nurse, shall be assigned the transportation of pupils in a private conveyance. As long as the Board of Education requires nurses to transport pupils in a private conveyance, the Board shall provide medical and liability insurance for said nurses under the Board of Education's Fleet Insurance Policy.

## ARTICLE VII: TEACHER EVALUATION AND NON-REAPPOINTMENT POLICY AND PROCEDURE

### Section l. Evaluation for Staff Members Not Covered by OTES

A. Evaluation shall be for the purpose of:

1. Improving the quality of the instructional program of the school.
2. Improving the competency of the instructional staff personnel.
3. Improving the work relationship between the instructional and administrative staff personnel in keeping with the school's adopted policies.
4. To maintain an accurate, objective record of a staff member's performance, and qualification as staff member at Port Clinton Public Schools.

B. Certified staff members not covered by OTES shall be evaluated using the agreed upon evaluation form which includes: nurse, speech and language pathologist (online) director of social services, dean of students and solutions room teacher and school guidance counselor (online). The evaluation instrument for each will be included as an appendix if possible. If the instrument is only available online, reference to its location will be noted.

C. Evaluation of staff member shall be performed by those administrative personnel designated by the Superintendent. Classroom visits if applicable, for the purpose of evaluation shall not be made on the day before nor the day after any vacation period of two days or more, nor during the first or last two weeks of the school year.

D. Self-evaluations by staff member**s** are encouraged. Electronic devices such as audio and video tape machines shall not be used by the administration for evaluation.

E. Evaluation procedures (this section supersedes and takes precedent over ORC 3319.111):

1. Staff member**s** must be informed that the observation, when applicable, is for evaluative purposes prior to the observation. Comments are not limited to items observed during formal observation but cannot address items unrelated to school issues.
2. When deficiencies are noted, the evaluation must include a specific plan for improvement.

3. Staff members up for renewal shall be evaluated two (2) times during the school year, with each evaluation based on two (2) observations, when applicable, of at least thirty (30) minutes. Staff members shall receive their completed evaluation form at least one (1) day prior to the evaluation meeting with the administrator.

   Evaluations shall be completed by May 1st with written evaluation reports provided to the staff member by May 10th.

4. Staff Members not up for renewal may be evaluated once annually, based on one thirty (30) minute observation, when applicable. If there are deficiencies, the administrator may do additional evaluations, or the staff member may request additional evaluations. The meeting to discuss the evaluation shall be within ten (10) days after the observation, and must be completed prior to the last two 10 days of school.

5. If the above procedures are not followed, the staff member will receive the contract that he/she was eligible to receive.

6. Staff members placed on board approved leave such as but not limited to maternity / paternity leave whose contract expires during their leave and are not able to be evaluated according to timelines set forth, may receive a one year limited contract upon their return. The staff member will then be evaluated during his/her return according to timelines set forth in this section.

F. The "evaluation form" shall be signed by the staff member indicating that a meeting was held; the staff member has seen, but not necessarily agreed with the evaluation; and that a copy of the form has been given to the staff member.

G. Employees shall have the right to request Union representation at the meeting concerning an evaluation.

## Section 2: OTES 2.0

Components of OTES 2.0:

All teachers whether on a full or less frequent evaluation will have:

- Professional Growth Plan or Improvement Plan
- Two sources of High Quality Student Data (see details below)

Teachers on a full evaluation cycle will have:

- One formal holistic observation followed by a conference
- Two walkthrough observations focused on a specific area identified for support or growth
- One formal focused observation focused on a specific area identified for support or growth
- One summative conference

Teachers on a less frequent evaluation cycle will have:

- One formal observation (holistic OR focused - mutually agreed upon between teacher and evaluator)
- One summative conference

Optional Components:

- A self- assessment for the teacher to use is available on the Ohio ES portal
- Pre-conference meetings - a meeting between teacher and evaluator will take place if either party requests it

Additional Information:

- Professional Growth Plans will have a minimum of TWO goals (one related to instruction and one related to professional growth)
- Formal observations will be announced and will last at least 30 minutes each.
- Walkthrough observations are unannounced.
- Teachers will use ODE's High-Quality Student Data Guidance Tool when choosing and utilizing High Quality assessments
- Evaluations will be completed by May 1st with written evaluation reports provided to the teacher by May 10.

A teacher on an Improvement Plan may have

- Additional meetings
- More than one specific area identified for growth

Teachers receiving a rating of Accomplished shall have a full evaluation cycle every three years provided the teacher submits a self-directed Professional Growth Plan to the evaluator, and the evaluator determines the teacher is making progress on that plan.

Teachers receiving a rating of Skilled shall have a full evaluation cycle every two years provided the teacher submits a jointly developed Professional Growth Plan to the evaluator, and the evaluator determines the teacher is making progress on that plan.

A teacher with a Final Holistic Rating of Developing will develop a Professional Growth Plan that is guided by the assigned credentialed evaluator. The Teacher will be on a full evaluation cycle.

A teacher with a Final Holistic Rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluator. The Teacher will be on a full evaluation cycle.

Teachers rated Accomplished may submit a request to the PCFT President for a specific evaluator, where more than one evaluator is assigned to the building.

First year teachers will be on a full evaluation cycle.

Teachers up for continuing contract will be a full evaluation cycle.

- Teachers and administrators will mutually agree upon pre-conference, observation and post-conference dates no less than one calendar week prior to the pre-conference.
- Post-conference will be held within 10 school days following the formal observation.
- Completed rubrics will be posted within Ohio ES 48 hours prior to the post-conference.

- Administrators will provide, upon request copies of evidence collected from the formal observation to teachers (scripting, observation notes…)
- Either the teacher or building principal may request a second observation for a teacher on the "Off Year" cycle by February 1 of the current year.
- All teacher evaluations shall be completed by the first day of May and each teacher subject to this policy shall be provided a copy of the evaluation results by the tenth day of May.

Professional Growth and Improvement Plans:

Teachers must develop professional growth or improvement plans.

**Retention and Promotion Decisions:**

> **All skilled and accomplished evaluations shall be considered comparable using a five (5) year look back at the final summative ratings of each. The majority of the final summative rating shall be used to determine placement on the RIF list.**
>
> Methods used in determining order of lay off shall be the same procedure used for the recall of a teacher placed on a Reduction in Force list. For teachers with comparable evaluations, seniority will be used to determine RIF order.

Employees shall have the right to request Union representation at meetings concerning an evaluation.

Teachers placed on board approved leave such as but not limited to maternity / paternity leave whose contract expires during their leave and are not able to be evaluated according to timelines set forth, may receive a one year limited contract upon their return. The teacher will then be evaluated during his/her return according to timelines set forth in this section.

Teachers on a limited or extended limited contract under consideration for non-renewal will have at least 3 formal observations. This will be communicated during the teacher's most recent evaluation. Teachers demonstrating deficiencies that would make them candidates for non-renewal will be notified by February 1st of a third evaluation.

## Section 3. Teacher Files

A. A teacher shall have the right to respond in writing to any matter considered by the teacher to be derogatory to the teacher's conduct, service, character, or personality. Such response shall be attached to the file copy.

B. Upon appropriate request by the teacher, he/she shall be permitted to examine his/her file. Such examination will be in the presence of the superintendent/designee.

C. No material shall be placed in a teacher's file without identification of the author or source of such material.

D. The teacher shall have the right to challenge the accuracy and truthfulness of any material in his/her file with the exception of pre-employment materials.

E. The teacher shall have the right to Union representation at any conference concerning the implementation of sub-section "D" above.

F. The superintendent or his/her designee shall notify the teacher or PCFT president or a designee, if the public requests the right to examine a staff members personnel file. The staff member shall be given 24

hours to examine the content therein after the initial request is made. All material in the teacher's file which is derogatory to a teacher's performance excluding performance evaluations shall not be older than five (5) years with the exception of pre-employment material.

G. Teachers shall be permitted to reproduce any material in the file placed there since their employment by Port Clinton City School District, with the exception of pre-employment materials.

## Section 4. Intervention Program Guidelines

A. Purpose:

The purpose of the Intervention Program is to aid the Teacher-at-Risk (T.A.R.) who is experiencing difficulty in professional performance, either short-term or long-standing, for whom intervention has been determined to be an appropriate means to improve the quality of the teaching situation and maintain excellence in Port Clinton City Schools.

Criterion for Referral:
A teacher shall be considered for the Intervention Program if she/he exhibits documented deficiency in one(l) or more areas of professional performance.

B. Referrals:

1. A teacher may be referred to the intervention program either by the teacher's credentialed evaluator or by not fewer than three (3) members of the bargaining unit assigned to the building to which the teacher is assigned. Pier referral shall be on the basis of the areas utilized in the OTES rubric or approved evaluation instrument.

2. Administrative referrals may be on the basis of an ineffective **(1)** or developing **(2)** rating for two consecutive years.

3. Referrals shall be sent to the Superintendent and PCFT President. The Superintendent shall notify the credentialed evaluator and the PCFT president shall notify the building representative. The Superintendent shall immediately serve a written copy of the referral form upon the Teacher-At-Risk.

C. Placement:

1. The Superintendent shall notify the PCFT President that the Review Board shall be formed.

2. The Review Board shall meet within (10) school days to act upon the referral. This may be increased to 15 days at the request of the Teacher-at-Risk.

3. The responsibility for showing sufficient grounds to place the teacher in intervention shall rest solely with the person or persons making the referral. The Teacher-At-Risk may present his/her case to the Review Board.

4. Six (6) votes shall be required to place a teacher in the intervention program. The teacher referred shall be notified of the Review Board's action within three (3) school days of the meeting.

D. Appeal:

An appeal from the decision of the Review Board to place a teacher in intervention may be brought by the teacher within five (5) school days after notification of the Review Board's action. Notice of appeal shall be made in writing to the Chairman of the Review Board. Such appeal shall address two (2) issues only:

1. Is the Intervention Program the appropriate approach to the referred teacher's alleged deficiency?

2. Were the appropriate procedures followed in making the placement into the Intervention Program?

Appeals shall be heard by a mutually agreed upon arbitrator or mediator by the Port Clinton Federation of Teachers and the Board of Education, who shall share equally the cost of the arbitration. The decision of the arbitrator shall be binding on all parties.

E. Review Board:

The Review Board will be made up of eight (8) members, four (4) appointed by the Superintendent of Schools with the approval of the P.C.F.T. Executive Council, and four (4) appointed by the P.C.F.T. Executive Council with the approval of the Superintendent of Schools. The Superintendent and P.C.F.T. President shall each appoint one alternate Review Board member.

The PCFT appointees shall be members of the bargaining unit as defined by the Master Agreement and with two (2) from grades Pre K-5 and two (2) from grade levels 6-12.

The Superintendent's appointees shall be from the administration excluding the Superintendent.

Chairmanship of the Review Board shall be mutually agreed upon by PCFT and Board of Education representatives.

F. Meetings:

The Review Board shall meet during the months of January and May to review the reports of the mentor teachers. At the May meeting, the Review board shall vote to recommend to the Superintendent continued employment of each of the Teachers-At-Risk. Should a motion to recommend continued employment fail, the Review Board shall automatically recommend non-reemployment.

In addition to the meetings in January and May the Review Board shall meet on the call of the chairman, or upon the written request of five (5) members.

Appointees to the Review Board shall be compensated at the negotiated hourly rate for time spent at meetings outside the normal school day.

Eight (8) members shall constitute a quorum, and unless otherwise stated, all action shall require six (6) affirmative votes.

G. Roles and Responsibilities:

Following the May meeting, the Review Board shall make a recommendation to the Superintendent for reemployment of those Teachers-At-Risk so approved for such a recommendation.

The Review Board shall appoint a specific mentor teacher to work with the Teacher-At-Risk. The Review Board may by unanimous vote, relieve a mentor teacher of his/her duties during a school year because of serious performance concerns, provided these concerns are brought to the mentor teacher's attention in a timely fashion. The Review Board shall then appoint a new mentor teacher to the Teacher-At-Risk.

H. Mentor Teacher:

1. The Review Board shall appoint a mentor teacher to work with the Teacher-At-Risk. The mentor teachers shall report to the Review Board on the progress of intervention at meetings in January and May.

    a. Qualifications for Teacher Mentor:

        The mentor must have a minimum of a bachelor's degree and must have been employed by the Port Clinton City Schools for a minimum of three years. Teachers who have retired from PCCS are also eligible. If unable to secure a qualified mentor teacher within PCCS, the Review Board reserves the right to search outside of PCCS.

2. The mentor teacher shall attempt to help the Teacher-At-Risk improve in all areas of his/her improvement plan. Help from the mentor teacher shall not be limited to the areas mentioned in the improvement plan.

3. Resource persons may be utilized by the mentor teacher with the approval of the review board.

    a. Resource persons are those who may from time to time be needed to assist the mentor teacher in working with an at-risk teacher. They may be "inside resource persons" meaning someone employed by or retired from the Port Clinton City Schools or "out-side resource persons" meaning anyone else.

    b. The Review Board upon request of the mentor teacher must approve use of resource persons in advance.

    c. Inside resource persons shall be compensated at the negotiated hourly rate.

4. The mentor teacher will be reimbursed for travel at the negotiated rate.

I. Credentialed Evaluator

The credentialed evaluator of the Teacher At Risk will evaluate the Teacher At Risk in accordance with the negotiated agreement between the Port Clinton Board of Education and the Port Clinton Federation of Teachers. The credentialed evaluator shall report to the Review Board on the progress of intervention at meetings in January and May using the districts adopted evaluation form.

J. Commencement of Intervention

Intervention shall commence with the opening staff meeting of the school year following the placement by the Review Board. However, if an appeal is filed after the last day of school resulting in the delay of intervention beyond the opening staff meeting, intervention shall commence within five days of the decision upholding intervention being rendered.

K. Conclusion of Intervention:

1. Intervention will conclude at the end of the evaluation cycle as defined by the negotiated agreement between the Board of Education and PCFT Extensions of intervention may be requested by mutual agreement between the mentor teacher and building credentialed evaluator. The Review Board shall consider each request by its merit.

2. The Review Board shall vote to recommend to the Superintendent that the employment of the Teacher-At-Risk be continued. Should a motion to recommend continued employment fail, the Review board shall automatically recommend termination.

3. After hearing the mentor teacher's and credentialed evaluator's final report, the Review Board shall issue a report of its findings to the Superintendent, and to the President of Port Clinton Federation of Teachers.

4. If the Review Board has recommended that the employment of the Teacher-At-Risk be terminated, the Superintendent may, within thirty (30) calendar days, recommend termination of the teacher's contract.

L. Union Position:

Action taken by the Superintendent pursuant to Item "K"**,** Conclusion of Intervention, may be referred by the Teacher-At-Risk to the Port Clinton Federation of Teacher's Executive Council at its next regular meeting. Executive Council will determine whether Port Clinton Federation of Teachers will support an attempt by the teacher to seek redress for such action.

Disclaimer

Nothing in these provisions shall be construed to deny the Board or Superintendent the rights guaranteed them in Section 3319.11 of the Ohio Revised Code, nor to deny the PCFT any rights guaranteed them under the collective bargaining agreement.

## Section 5. Non-Reappointment

This section supercedes and takes precedent over OR 3319.11 (H) (G)

A. To supplement statutory requirement for non-reappointment to teachers on limited contracts, the following procedures will prevail (this section supercedes and takes precedent over ORC 3319.111);

1. Upon recommendation by the Principal that a teacher not be re-employed, the teacher shall be granted a conference with the Superintendent, upon request. The teacher shall have the right to be represented by PCFT at such conference.

2. An appeal of a non-renewal shall be initiated at Level Three of Article V. Should the teacher be reinstated, he/she shall receive the contract he/she was eligible to receive.

3. All action regarding the non-renewal of a limited contract will be concluded by June 1. For the purpose of this subsection, posting of a written notice of non-renewal in the United States Mail by registered or certified mail to an employee's last known mailing address on or before June 1 shall constitute "notice" to the employee as provided for in Ohio Revised Code 3319.11.

## Section 6. Reduction-in-Force/Transfer and Assignment

The term "Reduction-in-Force" (RIF) shall be defined as a reduction through suspension of contracts (ORC 3319.17) in the total number of employees in the bargaining unit covered in this contract. **"In making any such reduction, any city, exempted village, local, or joint vocational school board shall proceed to suspend contracts in accordance with the recommendation of the superintendent of schools who shall, within each teaching field affected, give preference to teachers on continuing contracts. The Board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations."**

- When Reduction-in-Force is in effect, suspension shall be in accordance with statutory reasons enumerated in ORC 3319.17. Seniority shall not govern the suspension of teaching contracts, except when making a decision between teachers of who have comparable evaluations. **All Skilled and Accomplished evaluations shall be considered comparable using a five (5) year look back at the Final Summative Ratings of each. The majority of the Final Summative Rating shall be used to determine placement on RIF list.** When the Board of Education decides that it will be necessary to reduce the number of teachers it employs, it may make a reasonable reduction for any of the following reasons:
- Return to duty of regular teachers after approved leaves of absence;
- Suspension of schools;
- Decreased enrollment of the pupils in the district;
- Territorial changes affecting the District;
- Financial reasons;
- or any additional reasons covered in ORC 3319.17

When it is mutually agreed by PCFT and the Board of Education that a reduction in force is necessary due to financial reasons the Federation and administration will convene to work on the details of the program to adequately address the financial crisis.

Teachers whose contracts have been suspended shall be placed on a recall list. Said list shall include: name of teacher, date of hire, contract status, and all certificates/license on record. The Superintendent's office shall prepare such list and submit to PCFT within one week of the date of suspension. Any updates such as change in contract status and/or certification/licensure shall be forwarded to PCFT as they are received by the Board Office. Teachers with continuing contract (tenure) shall permanently remain on the recall list and those teachers on limited contract shall remain on the recall list for two (2) school years.

There shall be no involuntary transfers used to accommodate RIF recall.

# ARTICLE VIII: TEACHER TRANSFER POLICIES AND PROCEDURES

## Section l. Transfers

A. Request for transfer and assignment -A teacher who wishes to transfer to a new building, or wishes to be assigned to a new or different teaching position or grade level shall make the request to the Superintendent on a form supplied by the Board (Appendix F). Such request form shall be kept on file in the Superintendent's office for one (l) year unless removed at anytime by the teacher from the date submitted. Long term substitute teachers are not eligible for transfer rights.

B. Voluntary transfer and assignment - Whenever a vacancy occurs or a new position is created, the Superintendent shall first attempt to fill the vacancy or new position from the Transfer and Assignment

Request File (TARF). In filling a vacancy or new position from the TARF, teachers with most seniority will have priority. In the event that no one has voluntarily requested to be transferred or assigned to a particular position through the TARF procedure, or if the Superintendent chooses not to fill the vacancy or new position from the TARF, the vacancy or new position will be posted in accordance with Section 2 of this Article VIII. The principal shall then conduct interviews with those properly certified teachers who have applied for the posted position. After the interviews have been completed, the principal shall make his/her recommendation to the Superintendent. The principal shall meet with those teachers that were not selected for the position and explain to them his/her reasons.

C. Involuntary transfer and assignment - When the Superintendent chooses to transfer or assign a teacher to a position for which the teacher has not volunteered, he shall notify the affected teacher in writing as to the basis for his decision. In such an event, the teacher may, within 72 hours, file a request for reconsideration with the Superintendent on a proper form supplied by the Board (Appendix F-1). Upon receipt of a request for reconsideration, the Superintendent shall set a meeting at a convenient date and time to discuss with the teacher his/her concern in the matter.

D. Date of transfer and assignment - All teachers in the employ of the Board of Education shall be notified of his/her anticipated position for the ensuing year by May 31st. Teachers hired after this date shall be notified as soon as possible. Those who are not notified by May 31st shall be deemed to be employed in the same position.

E. Notification of transfer and/or assignment - If at any time, teachers cannot be reached at their address or telephone number currently on file in the Personnel Office, it is their responsibility to notify the Board of Education Office and the PCFT of their change of address and/or telephone number. When notifying teachers of a change in their assignment after May 31, all phone calls dealing with said change shall be followed up with a letter, stating the new assignment, sent via certified mail, return receipt.

## Section 2. Posting of Vacancies

A. All vacancies shall be posted for at least ten (l0) days, and all interviews shall be completed prior to a vacancy or new position being filled.

B. Administration shall keep teachers informed of vacancies by:

1. Including a list of existing vacancies in electronic mail during the school year
2. Posting in each building a list of vacancies as they occur.
3. Giving a copy of this list to the PCFT Building Representative.
4. In the summer, staff will be notified via electronic mail, the district electronic communication tool and conventional mail to those who request to be on a mail list upon the conclusion of the school year prior to summer vacation.

C. Vacancies shall include:

1. Teaching positions
2. Administrative positions
3. Extra-curricular positions

## Section 3. Filling of Vacancies

A. Whenever a vacancy occurs or a new position is created, the vacancy shall be filled in the following order:

1. Voluntary transfer of teachers in the TARF file, provided it does not prevent the re-employment of a RIF teacher and the superintendent elects to fill the position through the TARF file.

2. RIF recall list

3. Voluntary transfer of regular staff following posting of vacancies.

4. New hires

B. Whenever a teacher is chosen to fill a vacancy under Article VIII, Section 3A, the teacher shall serve in said position for one school year in addition to the remaining part of the year in which the vacancy occurs.

## Section 4. Seniority

A. Seniority defined

1. Seniority begins with recognition as a member of the bargaining unit.

2. Seniority shall be stated in maximum units of 1.0 per full year and 0.1 unit per month per partial year. A year is that period which is adopted by the Board of Education for the number of days specified in Article IV, Section 7.

3. For regular teachers, a month is ten or more days of service as a member of the bargaining unit during any month of the approved period.

4. For part-time and hourly employees, calculations are based on 65 or more hours of service equalling one month of service as a member of the bargaining unit during any month of the approved period.

5. Regular employees are those whose services are performed in an ongoing basis with an assigned home-school building. Part-time employees are those who work fewer hours or days than what constitutes a day or year in the Master Agreement.

6. A tie in seniority based on total units earned shall be resolved by date of hire.

7. A tie at the level of date of hire shall be resolved by a flip of the coin.

B. In all areas seniority will accrue at the system level.

C. Seniority will be affected by leaves as follows:

1. Military service in the time of national emergency, or call to active duty in the armed services, shall be credited as full time in determining seniority when the teaching service is interrupted.

2. In the event of a leave for professional growth or paid leave the teacher will be credited for the period of time involved.

3. In the event of a Maternity / Paternity Leave, the teacher shall retain the seniority acquired at the time of taking leave and shall begin with that seniority upon return to teaching.

4. In the event of any other leave of absence, the teacher shall retain the seniority acquired at the time of taking leave and shall begin with that seniority upon return to teaching. Part time certified teachers shall accrue seniority. Such seniority shall accrue on a prorated basis and shall include all prior teaching service to the Port Clinton School System so long as any interruption of service, other than approved leave, has not been at the discretion the teacher.

### Section 5. Innovative Programs

A teacher who transfers to a position in an "Innovative Program" as defined on a case-by-case basis by mutual agreement of PCFT Executive Council, and the Board of Education, may return to his/ her original position at the end of one year.

During this year, the teacher will be replaced in his/her original position by a "long-term substitute ".

At the end of the year, if the teacher chooses to remain in the new position, transfer to a different position, or leave the employ of the Board, the teacher's original position will be treated as a new vacancy for purposes of TARF or advertising of vacant positions.

## ARTICLE IX: COMMITTEES AND DEPARTMENT CHAIRMEN

### Section 1. School Calendar

A. The school calendar shall be cooperatively developed by the employees and the Board of Education on a yearly basis. The administration shall meet each year with PCFT to establish the calendar for the ensuing year. If the Board cannot accept the calendar as developed by the above mentioned process, at least one member of the Board will meet with the PCFT group to discuss the problem.

B. Parent Teacher conference dates must be mutually agreed upon by the PCFT Calendar Committee and the Administrative Representation on the Calendar Committee. Two evening conferences shall count as one day of instruction.

### Section 2. Educational Committees and Labor Management Meeting

When curriculum, textbook, or other educational committees are formed the membership will be mutually agreed upon by PCFT and the administration. If agreement cannot be reached, management retains the right to proceed.

### LABOR MANAGEMENT MEETING

Port Clinton City Schools Labor Management Committee shall consist of up to five (5) PCFT members, a Board of Education Member, the Superintendent and three (3) administrative designees not to exceed ten (10) total members. Meetings will occur quarterly or on a as needed basis and may be requested by either party. Meeting agendas will be prepared and distributed five days prior to the meeting. Meeting minutes shall be kept on a rotation basis between PCFT and the Administration.

## Section 3. Department/Grade Level Chairman and Fleet Leaders

A. There shall be a department chairman chosen from the Bargaining Unit for each department as set forth in Appendix G. There shall be a grade level chairman chosen from the Bargaining Unit for all elementary grade levels including P-K. There shall be a fleet leader chosen from the Bargaining Unit for each fleet at Port Clinton Middle School.

B. Bargaining Unit members may apply for positions by completing an application form and returning it to the:

   a. Superintendent or designee for department chairman

   b. Building principal for all grade level chairman and fleet leaders

C. Administrators shall recommend to the Superintendent Bargaining Unit members to fill each Position.

D. **All Fleet Leader, Grade Level, and Department Chair positions will be evaluated annually by the Superintendent's designee. If a leader receives a Needs Improvement on the evaluation the position will be offered to the next senior member.**

E. Department/grade level Chairs and fleet leaders shall be compensated on the supplemental salary schedule.

F. The special education department shall consist of two departments (K-5) and (6-12). A department chair shall be assigned for each.

G. **Department Chairs will hold a minimum of three (3) meetings per school year, and those meetings will occur during staff enrichment days in the beginning , middle, and end of the school year. Dates for the meetings will be scheduled before the start of the school year and shared with the Superintendent's designee. All department meetings for grades 6-12 must include all grade levels 6-12.**

**H. All Fleet Leaders, Grade Level, and Department Chairs will attend an orientation before the start of the school year.**

I. Chairman and fleet leaders shall act as a liaison between the department/grade level/fleet and the administration. A job description shall be made available.

J. For payment list of departments based on number of staff members in each department see Appendix "G".

## Section 4. Curriculum Committees

It is agreed that for the purpose of establishing Curriculum Committees for 6-12 textbook studies and adoptions the following guidelines will be followed:

A. The committee will include a representative from both the Middle School and the High School.

B. One of the representatives on these committees shall be the Department Chairman from the subject area being studied.

C. It may be necessary to appoint either a Middle School or High School Staff member when studying math, health, reading/language arts, science, and social studies from the building where the Department Chairman

is not a teacher. These appointments will be limited to not more than one Middle School or High School member per committee.

D. These appointed members will be paid the negotiated hourly stipend.

E. These appointments will be made by the Superintendent/designee, based on the needs which present themselves.

## ARTICLE X: NON-TEACHING DUTIES/AIDES

### Section l. Non-teaching Duties

A. Teachers in each school building shall have the services of an aide or aides to take care of non-teaching duties, such as: lunchroom, bus, study hall, recess, morning supervision, restroom, clerical, money collecting, etc. The Principal shall assign the aide or aides to perform such duties after working cooperatively with the teachers to determine what duties they want assigned to the aide or aides annually.

B. Any teacher with more than the minimum allotted planning time may be assigned duties equal to the amount of time above established minimums. Duties may not include administrative responsibilities that require an administrative license. Teachers with a full teaching schedule shall not be required to cover recess as a duty, unless absolutely necessary.

C. It is the purpose and intent of this section to provide aides to meet the needs of the teachers. Each building shall have the services of an aide or aides at the rate of at least 1.2 hours times the number of teachers assigned to the building per week.

D. Administrative coverage will be provided in all district buildings. An administrative chain of command will be available in each office by the first day of class each year.

### Section 2. Custodial Duties

No teacher shall be assigned responsibilities normally performed by the custodial staff. In cases of emergency the teacher may be requested to assist the administrator.

### Section 3. Out of School Events

Except as otherwise provided in this Agreement, no teacher shall be required to perform duties beyond the regular school day except for those duties for which compensation is paid pursuant to a supplemental contract.

### Section 4. Open House

One evening "open house" per year for each building shall be specified on the calendar adopted in April. PCFT and the Board of Education shall encourage all teachers to attend. Teachers who cannot attend shall, except in extenuating circumstances, notify the building principal at least three days in advance.

# ARTICLE XI: GENERAL PROVISIONS

## Section l. Mileage for Traveling

A. Those teachers required to drive between buildings during the regular school day and teachers who drive to school-approved functions outside of regular school hours in their personal vehicles shall be compensated at the I.R.S. limit for mileage reimbursable. Such compensation to school functions outside of regular hours shall be for miles driven from school to the event and back.

B. Teachers shall submit to the Treasurer a record of miles traveled on a form provided by the Board.

## Section 2. Residency Requirement

Teachers shall not be bound by any residency requirement; however, the faculty is encouraged to reside in the school district.

## Section 3. Spouse Employment

There shall be no discrimination against hiring the spouse of an employee.

## Section 4. Medical Examinations

For any medical examination required by the Board of Education, the Board will select the doctor that is to give the examination, and the Board will pay the cost of said examination.

## Section 5. Pay Periods

A. All teachers will be paid bi-monthly which is 24 pays per year on the 5th and 20th of each month. Two (2) additional pays will be added each year to the month of December and June so that each employee's salary will be divided equally over a total of 26 pays.

B. All employees shall be placed on the wire transfer system for payroll compensation and bi-weekly pay statements will be provided by e-mail.

C. The Board of Education will offer an accumulated leave plan for employees that retire.

## Section 6. In-service Credit

In-service programs for teachers are encouraged by the Port Clinton Board of Education. Programs which can lead to credit for advancement on the salary schedule shall be cooperatively developed by the Board and the PCFT. Those programs approved by the Board shall be counted as full college credit and applied toward the next level on the salary schedule. Provided however, such credit shall not be in lieu of any degree which may be required as a prerequisite to advancing to the level on the salary schedule. PCFT and the Port Clinton Board of Education will offer two regularly scheduled in-service meetings. The administration agrees to offer multiple activities for PCFT members to attend during these in-service days. Suggestions for activities will be provided by departments and grade levels.

## Section 7. Substituting

A. The Board shall hire substitutes to fill temporary vacancies created by a teacher who is absent or on leave, except in emergencies. The administration shall not require a teacher to perform duties of classroom substitution except in emergencies. The administration will do their best not to use "resource staff" to substitute for regular education teachers more than once per week per teacher. Teachers who perform the duties of substituting in exchange for their personal plan and/or lunch time shall be compensated at the hourly rate as follows:
    1. Teachers who enter the classroom and have been there for at least 5 min. shall be compensated for 1/4 hour.
    2. Teachers who have been in the classroom for at least 20 minutes shall be compensated for 1/2 hour.
    3. Teachers who have been in the classroom for at least 35 minutes shall be compensated for 3/4 hour.
    4. Teachers who have been in the classroom for 45 minutes shall be compensated for l hour.
B. Emergency situations shall be limited to:
    1. While waiting for a substitute to arrive.
    2. The need for a sub arrives late in the day (less than 1/2 day).
    3. The substitute is needed for an hour or less.
    4. When no substitute is available (not to exceed one day per week per class).
    5. In the absence of art, music, and physical education teachers.

## Section 8. Hourly Rate

A. **Certified employees performing instructional related services shall be paid $30.00 per hour. Certified employees performing other non-instructional related duties shall be paid $25 per hour. If it becomes desirable or necessary to increase the hourly rate for one position, the higher hourly rate shall apply to all hourly rate positions. The time sheet will be signed by the principal and teacher and turned in by the principal to the Treasurer for payment.**
B. If the State or Federal Government requires a rate higher than the hourly rated service hour specified herein for special programs for which they provide the funds, that higher hourly rate shall apply only to those positions, and shall not cause other hourly rate positions to increase.
C. In the event it is mutually agreed by the Board and PCFT that there is a need for mandatory District wide training programs, said programs shall be conducted under the following procedures:
    1. The decision shall be made not later than sixty (60) days before the start of training.
    2. The training will be conducted outside the school day.
    3. Of all of training programs agreed to, there will be a limit of no more than 4 hours total in any one school year dedicated to all programs.
    4. The training programs will be paid at the hourly rate mentioned in Section 8 A above.

## Section 9. Work Outside Regular Program

Whenever the Board decides to employ personnel for work outside of the regular school program for which certification is required, the Board will first post the job opportunity by electronic means for five (5) days before the position is filled from inside or outside of the school system.

## Section 10. Perfect Attendance Option

**For the 2024-25 school year** any teacher who has perfect attendance during the school year (has used no sick leave or personal leave) will be given the option of not reporting for work on the last day of the school year. This day is defined as teacher check-out day. The teacher must have completed all required tasks for the closing of the school year, and scheduled a time for check-out which is mutually convenient to the teacher and principal or designee. This day shall not affect Leave Conversion."

## Section 11. Inclusion

A. When inclusion is being recommended for a special education student, the selection of the regular classroom teacher will be on an as needed basis.
B. No teacher, other than a school nurse shall be required to perform nursing duties or medical procedures unless the situation is life threatening and proper training has been provided.

# ARTICLE XII: CONTRACTS

## Section l. Teacher Contracts

A. Contracts are by and between the individual teacher and the Board of Education.

B. Upon being initially hired by the Board, a bargaining unit member shall be given a one-year limited contract.

C. If re-employed, the second contract issued to a teacher shall be a two (2) year limited contract unless there are deficiencies noted.

D. If re-employed, the holder of a two or three-year contract shall be issued a three-year contract unless there are deficiencies noted.

E. If re-employed, a teacher eligible for a multiyear limited contract pursuant to subsection "C" and "D" above, may be granted a limited contract of (1) year provided the Superintendent shall notify such teacher in writing on or before April 30 that such teacher is deficient. The notice shall contain suggestions for the professional improvement of the teacher. This paragraph "E" shall be congruent with Article VII, Section l.

F. For all certificated employees who become licensed for the first time on or after January 1, 2011: To be eligible for a continuing contract (tenure), a teacher must hold a valid Permanent /Life or 5 year Professional Ohio certificate/license and may become eligible for continuing contract after seven years of holding an educator license. Five (5) of the seven (7) years must be served in the Port Clinton City School system.

For all certified employees hired on or after July 1, 2010 and receiving their license prior to January 1, 2011: To be eligible for a continuing contract (tenure), a teacher must hold a valid Permanent/Life or 5 year professional Ohio certificate/license, and have completed at least five (5) of the seven (7) years of teaching service in the Port Clinton City School District.

For all certificated employees hired on or after July 1, 2010: Teachers who have had a continuing contract (tenure) in another school district in Ohio shall become eligible for a continuing contract (tenure) after serving five (5) year period in the Port Clinton City School District.

For all certified employees hired prior to July 1, 2010 and receiving their license prior to January 1, 2011: To be eligible for a continuing contract (tenure), a teacher must hold a valid Permanent/Life or 5 year professional Ohio certificate/license, and have completed at least (3) of the last five (5) years of teaching in the Port Clinton City School District**.**

It is the responsibility of the teacher seeking a continuing contract (tenure) to notify the superintendent by October 1. Such notification must be made in the year the teacher requests consideration for continuing contract (tenure) status. This provision supersedes and takes precedent over ORC 3319.11 (B)

G. Teachers who have met all legal requirements to become eligible for a continuing contract but who have, in the opinion of the Superintendent, certain deficiencies shall, if re-employed, be placed on a probationary contract for a period not to exceed two (2) years in accordance with Section 3319.11 of the Revised Code. The teacher shall be notified in writing of such action on or before April 30 of the year in which the teacher's limited contract expires. Such notice shall be in writing with reasons directed at the professional improvement of the teacher.

H. A teacher who becomes eligible for a continuing contract during the term of a multiyear contract may be granted a continuing contract upon the recommendation of the Superintendent and approval of the Board of Education. If the Superintendent does not recommend the teacher for a continuing contract, or the Board does not approve same, the multiyear contract will stay in effect. Such continuing contract shall take effect immediately upon approval of the Board of Education.

I. Long Term Substitutes - The procedure from this date forward for the employment of long-term substitutes shall be under a one-year limited contract. This contract shall automatically expire at the conclusion of the last contracted teacher day or return to duty of the teacher, whichever occurs first. Further, the provisions of O.R.C. 3319.11 or O.R.C. 3319.111 shall not apply to the employment of a long-term substitute. A long-term substitute will be defined as any substitute who replaces a teacher in this school district that has commenced a year's leave of absence on or before October 1st of any given school year.

Said long-term substitute will be paid full salary and benefits at the time they are issued a one year limited contract as defined in paragraph #l above.

All long-term substitutes will be credited with seniority after the issuance of the one year limited teaching contract.

All other substitutes will be considered casual substitutes and will be compensated at the established Board rate.

J. Bargaining Unit members that are on leave and unable to be evaluated following established evaluation guidelines who are under consideration for renewal or non-renewal of a limited or extended limited contract shall receive a one-year limited contract upon their return from leave.

## Section 2. Placement on the Salary Schedule

All course work necessary to upgrade a teacher's position on the salary schedule must be verified by a letter from the college registrar's office, or a letter from the course instructor, or a grade slip, or a transcript prior to September 30th of the current school year, or placement change will not take place until the beginning of the following school year.

# ARTICLE XIII: LEAVES

## Section l. Sick Leave

A. Teachers are allowed sick leave with pay on the basis of their accumulated sick leave. Teachers using sick leave are encouraged to use sick leave time that is reflective of the nature of their appointment.

B. Sick leave is earned and accredited at the rate of one and one-quarter (l-l/4) days per month for a total of fifteen (15) days per school year.

C. Teachers shall accumulate sick leave to a maximum of 265 days.

D. A Teacher who has exhausted his/her sick leave, or a new teacher will be advanced sick leave up to the amount that can be earned by the end of the school year. Unearned sick leave days charged to a teacher will result in loss of pay if the teacher is not re-employed, or shall be charged to sick leave to be accumulated in the ensuing school year.

E. Death in the "immediate family" shall include Spouse, Children, In-Laws, Brother, Sister, Mother, Father, Step-Parent, Step-Child, Grandparent, Grandchild, Guardian, and/or an individual living within the home of the employee.

F. Serious injury or critical illness affecting a member of the "immediate family" as defined above shall be deducted from sick leave.

Sick Leave Bank:

The creation of a sick leave bank shall be handled on a case by case situation through a Memorandum of Understanding between PCFT and the Board of Education. Should the need exist to create a sick leave bank it will be at no cost to the District and the ratio shall be four (4) days donated equals one (1) day to a recipient (unused sick days are paid at retirement are calculated at 25% of the balance).

## Section 2. Professional Leave

A. The Board of Education will appropriate funds annually throughout the term of this Agreement for the purpose of authorizing teachers to attend professional meetings without loss of pay. Applications for such opportunities to attend professional meetings, to the limit of the funds so appropriated, will not necessarily be approved on a first-come first-served basis by the Superintendent who will attempt to distribute such opportunities equitably among the staff, taking into account particular educational needs of the school district for the year covered by the appropriation. The Superintendent may consult with administrators and department chairmen and receive their recommendations before determining priorities. An employee shall receive reimbursement for expenses, reasonable, actually and necessarily incurred, if such reimbursement

has been approved by the Superintendent in advance. Actual reimbursement for necessary expenses shall not be paid to an employee until the employee furnishes to the Treasurer a written statement of necessary expenses on such form as the Treasurer may require, with receipts, showing that claimed expenses were actually and necessarily incurred.

B. Requests for professional leave days must be filed with the Superintendent at least fifteen (15) days previous to the date for which the leave is requested. In cases involving no expense to the Board other than a substitute, a minimum of five days' notice shall be required.

C. Application forms shall be available in the office of the school principal.

D. Designated representatives of the PCFT shall be authorized professional leave not to exceed a total of eighteen days as official delegates for conventions. (Example: 9 teachers at 2 days each 18 days total.) The Board shall pay the costs of the substitute only and shall not pay such costs as travel, lodging, meals or registration fees. An additional four (4) teacher days may be granted to such delegates provided the Board shall be reimbursed for the substitutes pay, including retirement, and provided that substitutes are available. Under this provision, no more than six teachers from any one building may be on representative leave.

E. Professional leave shall result in no decrease in accumulated sick leave.

F. Coaches are required to take Professional Leave when they are attending athletic events where Port Clinton students are involved. This leave will not affect other Professional Leave days that may be requested to attend academic meetings.

G. PCFT members are afforded the courtesy of professional leave in order to participate / observe their own child's / grandchild's special school event. Prior communication with the building principal is required. The PCFT member requesting the leave must secure his / her own internal coverage at no cost to the district. The teacher's absence is not to exceed two hours. This courtesy is reserved for staff and their children within the Port Clinton City School District (including Port Clinton Immaculate Conception School).

## Section 3. Leave

A. Court Duty

Teachers who serve on jury duty and/or are subpoenaed will receive full salary during the period of such service subject to their remittance to the Board of an amount equal to the amount of compensation paid them for jury duty and/or subpoenaed as a witness.

B. Emergency Leave - In the event of a natural disaster (fire, flood, or tornado) to the teacher's primary residence, the Superintendent, at his discretion, may grant an emergency leave. The number of days to be approved by the Superintendent will be with pay and still not be deducted from sick leave.

C. Emergency Leave Other Than For Natural Disaster - In order to deal with personal emergencies other natural disasters as described in Section C, a teacher shall be granted one day of leave in exchange for three days of sick leave. There shall be a limit of three days per school year for emergency leave as described in this paragraph. Sick leave conversion shall be forfeited for the current school year when emergency leave as described in this paragraph is used (for clarification: if all three days are used a total of nine days of sick leave have been expended).This form of leave shall not be used to extend vacations or any other form of non-emergency use. In other words, an emergency can never be a planned event.

## Section 4. Personal Leave

Each teacher shall be granted three (3) days of personal leave per each year of this Agreement except that such leave shall not be used for the purpose of attending state and national conventions as provided for in Article XIII, Section 2 (E).

An employee must request permission in the district wide leave system (AESOP ot its replacement) for a personal leave day at least 48 hours prior to the day requested. In the event of an emergency within the 48 hour window, a verbal request may be requested with their direct supervisor.

The number of certified staff members on personal leave at one time are subject to the following limits:

High School (4)
Middle School (4)
Bataan Primary (3)
Bataan Intermediate (3)

Requests for personal leave will be granted on a first come first serve basis. Personal leave may be submitted starting at **5:00 AM** on the first contracted work day of the school year in which the leave is requested. Each building administrator will respond to teachers request within 24 hours.

All personal leave must be utilized before any unpaid leave will be granted.

**Superintendent may grant Personal Leave beyond the daily limits if one of the following exemptions occurs:**

a. Wedding of the employee or the employee's father, mother, sister, brother, son or daughter.
b. The initial college entrance of a child.
c. The college graduation of the employee or immediate family.
d. A religious holiday.
e. Use in place of sick leave if all sick leave has been exhausted.
f. The entrance, deployment, return or graduation of the employee's immediate family from a branch of the military.
g. Events that may occur only during time requested.

*This list is not all inclusive and the Superintendent reserves the right to grant leave on a case by case basis. Decisions made by the Superintendent are not precedent setting.

The PCFT shall send notice to each staff member at the start of each school year discussing the appropriate use of personal leave.

## Leave Conversion/Personal Leave Carryover

**Leave Conversion**

**A. An employee who does not use any personal leave during the period July 1 through June 30 of any one year will be paid a $500 bonus. One personal day will automatically roll over for a beginning year balance of 4 days the following year. (not to exceed 4 days)**

**An employee who uses any portion of personal leave may choose one of the following:**

1. **One personal day rolled over into the following school year (not to exceed 4 days) and paid $100 for the remaining whole days.**

2. **One personal day rolled over into the following school year (not to exceed 4 days) and the remaining whole days converted to sick leave.**

3. **No personal days rolled over into the following school year and paid $100 for the remaining whole days.**

4. **No personal days rolled over into the following school year and all remaining whole days converted to sick leave.**

**The employee must notify the treasurer's office via a Google form sent out to all employees no later than June 30. If the Google form is not completed, the default choice will be no rollover and all remaining whole days converted to sick leave.**

B. A teacher who uses no more than two days of sick leave during the period July 1 through June 30 of any one-year period shall receive a bonus of $110.00 for each period during which no sick leave days are used. These periods are designated as follows:

- July 1 through November 30
- December 1 through February 28
- March 1 through June 30

C. The above bonuses shall be paid by July 31.

## Section 5. Salaried Leave

A. A teacher in the Port Clinton City School District who has completed five (5) years of service may, with the permission of the Board of Education and the Superintendent of Schools, be entitled to take a leave of absence with part pay, for one (1) or two (2) semesters, subject to the following restrictions:

1. The teacher shall present to the Superintendent for approval, a plan for professional growth prior to such a grant of permission, and at the conclusion of the leave provided evidence that the plan was followed.

2. The teacher may be required to return to the district at the end of the leave for a period of at least one (1) year unless the teacher has completed twenty-five (25) years of teaching in this state.

B. The Board of Education may not grant such a leave unless there is available a satisfactory substitute, nor grant such leave to more than five percent (5%) of the professional staff at any one time, nor grant a leave a second time to the same individual when other members of the staff have filed a request for such a leave. A minimum of 5 years of service must pass before a teacher may request their next salaried leave.

C. Under no circumstance shall the total substitute salary/benefit package, coupled with the salaried leave teacher's salary/benefit package, exceed the total salary/benefit package of the requesting teacher (example provided as per appendix H).

## Section 6. Maternity Leave/Paternity Leave

A. A pregnant teacher shall be granted, upon request, unpaid maternity / paternity leave not to exceed one (1) year in addition to the remainder of the year in which she begins her leave. The effective date of such maternity / paternity leave shall be that as determined by the teacher and her physician. The teacher shall notify the Superintendent at least thirty (30) days in advance of the effective date of said leave except when such cannot be given because of the determination of the attending physician that such leave must begin within the thirty (30) days in which event the Superintendent shall immediately be notified of the date of said leave.

B. The use of available sick leave for pregnancy shall be for the period of disability to a maximum of thirty (30) days. Additional time may be requested if the mother is unable to perform her normal teaching duties due to medical reasons.

C. A request for additional usage must be accompanied by a written statement from the teacher's physician indicating that the teacher is disabled and not capable of returning to her normal teaching duties

D. Starting with the 07-08 school year a teacher must work at least 20 days during the school year to return to her original position.

E. Upon request a teacher shall be granted an unpaid leave of absence for rearing a newborn child not to exceed two (2) years. Such leave shall extend until the beginning of a school year. Beyond two years the request must be approved by the Superintendent and the Board of Education if the extension is deemed necessary. If the request is denied, the teacher must return to the classroom for no less than one school year.

F. Upon request, a teacher adopting a child under the age of six (6) shall be granted an unpaid leave of absence for one year in addition to the remaining part of the year in which the child is received.

G. A teacher requesting leave as set forth in Subsection E shall notify the Superintendent thirty (30) days in advance. A teacher requesting leave as set forth in Sub-Section F of this article shall notify the Superintendent as soon as he/she knows that he/she will be receiving a child.

H. No teacher granted leave under Section 5 paragraphs A, E, and F shall be entitled to take more than two (2) consecutive years of such leave.

## Section 7. Nuclear Leave

A. The Superintendent shall establish a means of communication with the appropriate governmental official in charge of the evacuation plan that would be put into effect in the event of a nuclear mishap so that the children of Port Clinton Public Schools could be evacuated first.

B. The Superintendent, upon notification by the appropriate governmental official, or in the absence of such notification, through exercise of his own judgment, shall initiate and/or end a nuclear emergency evacuation plan. After the students have been evacuated as articulated by local authorities, the teachers shall be free to exercise their own plan for evacuation and/or may remain at the evacuation site until transportation back to PCCSD is available.

## Section 8. Political Leave

Members of the bargaining unit who are appointed or elected to a local, state or national governmental position shall be granted unpaid leave for the period that such position or office is held. After leaving office, the bargaining unit member shall be permitted to return to a similar position with the District with the same seniority and at the appropriate salary.

## Section 9. Release Time for PCFT President

The President of the PCFT shall be released from all teaching responsibilities one-half day per week with pay to attend to the responsibilities of the bargaining agent.

## Section 10. Religious Leave

A teacher may be absent, with pay, on a day identified by a duly constituted religious body as a religious holiday, provided the duly constituted religious body has established that in order to properly observe such religious holiday no work should be performed on such day and provided the employee is an active member of such religious body. Request for such absence shall be made to the Superintendent of Schools at least ten (10) school days prior to the holiday. Two (2) such days of absence will be awarded and shall not be counted as personal days nor will they be charged against leave conversion.

## Section 11. Assault Leave

A teacher who has been the victim of assault or rape or attempted rape shall be granted assault leave in accordance with the applicable provisions of Article VI, Section 2C. The teacher shall, in order to receive such leave benefits, provide to the School Treasurer a certificate from a physician stating that the trauma is the result of assault, rape or attempted rape.

Notwithstanding the provisions of Section 3319.141 of the Ohio Revised Code, the Board will grant assault leave to certificated/licensed teaching staff absent due to physical and/or emotional disability resulting from an assault which shall be defined as unlawful action or threat to do bodily injury to a certified/licensed teaching employee.

Any certified/licensed teacher who must be absent from his/her duties due to physical and/or emotional disability resulting from an assault while teaching or in school related activities, on or off the school premises, before, during or after school hours, will be paid his/her full scheduled compensation for the period of such absence not to exceed fifteen (15) working days.

Before assault leave will be granted, the employee shall furnish to the Superintendent a written, signed statement describing the circumstances and events surrounding the assault, including the location, date, time of the assault, names and addresses of witnesses (if known) and a physician's statement indicating the nature of the disability and its duration. The Superintendent shall review the statements and make any further investigations he deems advisable.

The teacher involved shall give full cooperation to the proper law enforcement agencies toward the necessary eventual prosecution of the parties involved in the assault of the teacher(s).

Assault leave shall not be charged against sick leave earned or earnable by the employee. Falsification of either signed statement or a physician's statement is grounds for suspension or termination of employment under Section 3319.16 of Ohio Revised Code.

## Section 12. Unpaid Leave

It is agreed that the Board of Education shall expend no funds for payment of fringe benefits for persons granted an unpaid leave by the Superintendent/Board of Education. Such costs shall be borne by the individual employee on a prorated basis. The proration will be based on three hundred and sixty-five (365) days. An individual granted a week of unpaid leave shall have the leave prorated on the basis of 5/365th. A person granted more than a week of unpaid leave shall have that leave prorated with the inclusion of weekends to the formula. EXAMPLE: An employee requests and is granted an unpaid leave for the month of September - prorated formula for benefit deduction 30/365.

This section has no bearing on the current salary deduction formula. This formula is based on the number of contract days.

## Section 13. Contractual Status on Leave

A teacher who has been granted a leave under this article shall remain under the same contractual status during the length of the leave. No teacher while on a leave shall be granted a successor limited contract or a continuing contract. EXAMPLE: A teacher with a three year contract is granted leave at the end of the first year of said contract. Upon the teacher's return, the remaining two years of the contract will be honored before a successor contract is recommended.

## Section 14. Unpaid Leave, Family Caregiving

Up to two years unpaid leave shall be granted, upon request, for the purpose of family (as defined in Article XIII, Section 1E) caregiving. Unpaid leave will begin after all entitled personal leave days, as provided for under Article XIII, Section 3B, have been used. (O.R.C. Section 3319.13)

## Section 15. Bereavement Leave

One (1) day of bereavement leave shall be granted with pay for a death in the teacher's immediate family (Article XIII, Section 1E). This day will not be deducted from the accumulated sick leave. Any days used for bereavement leave beyond the first day will be deducted from the teacher's sick leave or personal leave. The choice will be up to the teacher as to which account is debited.

Herein, "immediate family" death in the "immediate family" shall include Spouse, Children, In-Laws, Brother, Sister, Mother, Father, Step-Parent, Step-Child, Grandparent, Grandchild, Guardian, and/or an individual living within the home of the employee.

For the death of a relative not in the immediate family and not living in the same household as the teacher, one (1) day of **sick** leave shall be granted with pay. **One day of sick leave may be used; anything beyond one sick day must be personal leave unless otherwise approved by the Superintendent.** This form of leave will not be counted against leave conversion.

Funeral time will be granted to teachers in the instance of the death of a Port Clinton student, a former student (within 5 years) or a current Port Clinton colleague. Requested leave would be granted in a manner which still allows school to be in operation.

## Section 16. Athletic Travel

Coaches shall be granted no more than two professional days per athletic season to attend either a clinic or state tournament in which their team is not participating. Any additional leave for clinics or tournaments shall require the coach to use personal leave.

## Section 17. Family Medical Leave Act

A teacher of the Board of Education, employed no less than 1,250 hours, with at least twelve (12) months of service with the Board of Education shall be granted twelve (12) weeks of unpaid Family Medical Leave (during each calendar year period for the following:

- The birth and first year of a child;
- The adoption or foster placement of a child;
- The serious illness of a spouse, minor son, minor daughter, guardian, parent of the teacher's family, or any minor dependent child residing in the teacher's house;
- The teacher's own serious health condition that keeps the teacher from performing the essential functions of the teacher's job; and
- For a teacher who experiences a qualifying exigency that arises out of the fact that a spouse, child or parent has been called or is on active duty as a member of the National Guard or military reserves (this policy does not apply to active duty served by a member of the regular armed forces).

A "qualifying exigency" is defined by the FMLA as follows:

- Short-notice deployment;
- Military events and related activities;
- Childcare and school activities;
- Financial and legal arrangements;
- Counseling;
- Rest and recuperation (the teacher may take up to fifteen (15) days of leave to spend time with a covered military member who is on short-term, temporary rest and recuperation leave during a period of active deployment).
- Military Caregiver.
- Parental Care for a family member serving with the regular armed forces.

A "covered veteran" is an individual who is undergoing medical treatment, recuperation, or therapy for serious injury or illness and who was discharged or released under condition other than dishonorable at any time during the 5-year period prior to the first date of eligible teacher taking FMLA leave to care for the covered veteran.

A "serious injury" or "illness of covered veteran" is defined as:

- A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating.
- A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service Related Disability Rating (VASRD) of 50 % or higher and such VASRD rating is based, in whole or part, on the condition precipitating the need for military caregiver leave.
- A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment.
- An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

In addition to the types of leaves listed above, an eligible teacher who is the spouse, child, parent or next of kin (i.e. nearest blood relative) of a current member of the Uniformed Armed Forces with a serious illness or injury incurred in the line of duty may take up to twenty-six (26) weeks of leave during a single 12-month period to care for a covered service member. The time period for the twenty-six weeks of leave begins on the first work day the leave begins. Such leave may be taken only once per injury and is available only while the service member remains in the military.

If the leave request is foreseeable, the teacher shall apply in writing to the Superintendent not later than thirty (30) days prior to the beginning date of the requested leave of absence. The written application, requiring the superintendent's approval, shall specify the proposed dates the leave is to commence and to terminate. The Board of Education may require the teacher to provide certification from a health care provider containing verification in accordance with the Family Medical Leave Act if the teacher requests the leave on the teacher's behalf. Pursuant to the Act, the Board of Education, at its own expense, may require a second medical certification by a medical provider of its choice.

While on family medical leave, the teacher will continue to receive the same group health coverage that the teacher had before the leave. The Board of Education will pay for this continued group health coverage to the same extent that the Board of Education paid for the coverage that the teacher had before beginning the leave.

Serious health condition is defined as an illness, injury, impairment, or mental condition that involves the following:

- Inpatient care in a hospital, hospice or residential medical facility; or
- Continuing treatment by a health care provider.

Once the leave is approved by the Superintendent, the leave may be altered or canceled pursuant to federal law with the approval of the Superintendent and the teacher.

The taking of intermittent leave, leave on a reduced leave schedule and leave near the end of the school year shall be governed by federal law.

This policy does not limit or enlarge entitlement to paid or unpaid leave for which a teacher is otherwise eligible under the Mater Agreement. However, if a teacher is entitled to take paid sick leave for any of the circumstances set forth above, the sick leave may be treated as and counted against FMLA Leave available.

## Section 18. Military Leave

A. Military leave shall be granted in accordance with the requirements of State /Federal law.

B. Whenever a teacher who is a member of the National Guard, Naval Reserve, Army Reserve, or Air Force Reserve is called to active duty during his/her contract, he/she shall be entitled to a leave of absence from his/her duties without loss of pay for periods not to exceed thirty-one (31) days in a calendar year.

# ARTICLE XIV: SALARY

## Section 1. Base Increase

**(FY 2025, FY 2026 & FY 2027) 4%, 3.25%, 3.25%***

**A** cash stipend **of .5% shall be paid in FY 2025. This stipend is in lieu of receiving additional health care benefits and will not be subject to retirement withholding.**

## Section 2. Salary Schedule Lanes for Employees Hired Prior to July 1, 2007

New Salary schedule implemented beginning in 2017-2018.

A. "Bachelor's Degree" Lane -Teachers in the bargaining unit with a Bachelor's Degree will be paid on the "Bachelor's Degree" lane of the certificated salary schedule.

B. "150 Semester Hours" Lane - Teachers in the bargaining unit with at least one hundred fifty (150) semester hours of training or the quarter hour equivalent and a Bachelor's Degree will be paid on the "150 Semester Hours" lane of the certificated salary schedule.

C. "Master's Degree" Lane - Teachers in the bargaining unit with a Master's Degree will be paid on the "Master's Degree" lane of the certificated salary schedule.

D. "Master's Degree plus 30 Semester Hours" Lane - Teachers in the bargaining unit with a Master's Degree plus at least thirty (30) semester hours of training or the quarter hour equivalent beyond the completion of their Master Degree will be paid on the "Master's Degree plus 30 Semester Hours" lane of the certificated salary schedule.

## Section 3. Salary Schedule Lanes for Employees Hired on or after July 1, 2007

See Salary Schedule Appendix J

A. “Bachelor’s Degree” Lane – Teachers in the bargaining unit with a Bachelor’s Degree will be paid on the “Bachelor Degree” lane of the certified salary schedule.

B. “Bachelor’s Degree + 15 Credit Hours Lane – Teachers in the bargaining unit with fifteen graduate hours in addition to their Bachelor’s Degree will be paid on the “Bachelor’s Degree + 15 Graduate Hours Lane.

C. "Master's Degree" Lane – Teachers in the bargaining unit with a Master's Degree will be paid on the Master's Degree" lane of the certified salary schedule.

D. "Master's Degree Plus 30" Lane – Teachers in the bargaining unit with a Master's Degree plus (30) semester graduate hours beyond the completion of their Master Degree or the quarter equivalent in an approved program (approved by the LPDC and Superintendent) will be paid on the "Master's Degree Plus 30 in approved area of study lane of the certified salary schedule.

## Section 4. Longevity Increases –

See salary schedule.

## Section 5. Extended Service Pay Calculation

All teachers hired after July 1, 2000 shall be reimbursed for extended days at the Bachelor's-0- experience lane. The Bachelor's-0-experience daily rate will be determined by dividing that figure by 184. Teachers hired prior to July 1, 2000 shall be reimbursed for extended days at their regular daily rate.

## Section 6. Extended Service Days

Teachers must provide a plan for extended days prior to the start of the school year. Based on the plan the building administrator shall recommend to the superintendent the number of extended days to be awarded if subsequently completed to the satisfaction of the building administrator. The administrator may not recommend less than the lowest range number and may not recommend more than the highest range number. Ranges are as follows:

| | |
|---|---|
| High School Counselor | 10-20 days |
| Elementary Counselor | 0-5 days |
| Middle School Counselor | 0-5 days |
| DECA | 5-15 days |
| Vocational (OWE) | 0-10 days |
| Vocational (Family/Consumer Sci) | 0-7 days |
| **Student Service Counselor** | **0-5 days** |
| Vocal Music Director | 0-5 days |

## Section 7. Relentless Pursuit of Excellence

**RELENTLESS PURSUIT OF EXCELLENCE**

We are proud to introduce our "Relentless Pursuit of Excellence" program. A program designed to reward the pursuit of excellence. This program promotes and rewards the drive to get better every day, by doing the work. There are two components to the program.

1. Excellent Teacher Award
2. Excellent Achievement Award

Excellent Teacher Award: Parameters for the Excellent Teacher Award are as follows:

- Nominations will be accepted from staff members, students, community members, parents, board members, administrators...basically anyone who wishes to nominate someone who lives our BBO daily and has made a significant impact on our school community.
- All nominees will be highlighted by the district in a short celebratory video.
- A committee composed of a: teacher from each building, central office administrator, board member and community member will review all nominations and select three award winners from each building.
- Each award winner will receive a $200 gift card and will be recognized for their contributions.
- The Excellent Teacher Award will be given annually for the life of this contract.

Excellent Achievement Reward: Each PCFT bargaining unit shall receive a bonus should the district achieve the outlined goals below.

- 5 Stars = Significantly exceeds state standards in academic achievement
- 4 Stars = Exceeds state standards in academic achievement
- 3 Stars = Meets state standards in academic achievement
- 2 Stars = Needs support to meet state standards in academic achievement
- 1 Star = Needs significant support to meet state standards in academic achievement

| 24 - 25 School Year | 25 - 26 School Year | 26 - 27 School Year |
|---|---|---|
| **Overall District Report Card<br>4 Stars = $1,000<br>4.5 Stars = $1,500<br>5 Stars = $2,000** | **Overall District Report Card<br>4 Stars = $1,000<br>4.5 Stars = $1,500<br>5 Stars = $2,000** | **Overall District Report Card<br>Stars = $1,000<br>4.5 Stars = $1,500<br>5 Stars = $2,000** |
| **Or Top 25 % of the Performance Index percentage Earned of ACD districts (23) $1,500.00. See Appendix D.** | **Or Top 25 % of the Performance Index percentage Earned of ACD districts (23) $1,500.00. See Appendix D.** | **Or Top 25 % of the Performance Index percentage Earned of ACD districts (23) $1,500.00. See Appendix D.** |

## Section 8. Supplemental Salary Schedule

A. The holder of a supplemental contract shall determine his/her salary by multiplying the zero experience salary for the 150 Semester Hour lane or BS + 15 Graduate Hour lane of the certificated salary schedule by the percentage figure of the appropriate level of experience listed below. Experience will be determined by the number of years of service in the Port Clinton City Schools in that supplemental position. In year one (1) of the contract, everyone will be guaranteed to make at least the same amount as the prior year (2016-2017) who hold the same supplemental position.

Any coach or advisor holding a supplemental contract that is based on competition or performance who has conducted skills training, as confirmed by the athletic director shall receive 50% of the supplemental contract in the event the season is canceled due to a pandemic prior to the start of the OHSAA published sport season dates. Assistant coaches or middle school coaches must have participated in skills training to be considered for receipt of 50% of their supplemental contract.

Any coach or advisor holding a supplemental contract that is based on competition or performance who has the season canceled after the start of the OHSAA published sports season but before 50% of the scheduled competitive events set prior to start of play has been completed shall receive 75% of their supplemental contract.

Any coach or advisor holding a supplemental contract that is based on competition or performance who has the season canceled after the start of the OHSAA published sports season but after 50% of the scheduled competitive events set prior to start of play has been completed shall receive 100% of their supplemental contract.

B. Supplemental contracts shall first be offered to teachers deemed qualified for the position by the Board who are regularly employed by the Board. If no regular employed teacher accepts the contract, the Board may offer the position to a person not employed as a regular teacher,and in accordance with State rules and regulations.

C. On the Supplemental Salary Schedule chart, lane "O" shall mean that the employee has not had any prior experience in the Port Clinton City Schools.

D. Service by members of the bargaining unit extending before or after such member's regular duty day and which is not a part of the member's regular teaching duties shall be deemed supplemental duties and shall be set forth in a limited contract of one year. Notwithstanding Section 3319.11 of the Ohio Revised Code, such supplemental contract shall expire on the date stated thereon, unless the Board, upon recommendation of the Superintendent, takes action to offer said member of the Bargaining Unit a renewal of such supplemental contract.

E. A member of the Bargaining Unit offered a supplemental contract shall execute and return such contract to the Treasurer at such time as shall be indicated on said contract (not less than fifteen calendar days from the date of issuance). Failure to execute and timely return the contract as required herein shall constitute a rejection of such offer of employment.

F. Any teacher who does not wish to continue to perform supplemental duties for the succeeding school year shall notify the Superintendent on or before April 10.

G. Payment of Supplemental Contract stipend shall be at the employee's regular rate of deductions for tax purposes unless prohibited by the Internal Revenue Service.

H. The Board of Education shall have the authority to create, alter and/or eliminate supplemental positions under this sub-section. If a new position is created and/or altered, the Board shall negotiate the rate of compensation with PCFT.

I. The Board has the right to determine which supplemental positions need to be filled.

J. The Board of Education has the authority to rescind the Supplemental Contract by October 1, if participation is deemed insufficient. This language pursuant to ORC 4117.10 (A) takes precedence and supersedes ORC Section 3319.16 and 3319.161

K. Any coach moving up or down the supplemental contract schedule, within the same classification, will retain the years of experience; unless that movement is from a subordinate position to a Head Coaching position. If a coach moves from a subordinate position into a head position in the same classification, they will not receive less compensation than they received as the subordinate coach.

L. The non-renewal of supplemental contracts shall not be subject to the grievance procedure.

M. Supplemental salaries shall be according to the chart below.

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| A | 15.5 | 16.5 | 17.5 | 18.5 | 19.5 | 20.5 | 21.5 |
| B | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| **BB** | **11.5** | **12.25** | **13** | **13.75** | **14.5** | **15.25** | **16** |
| C | 9.5 | 10.25 | 11 | 11.75 | 12.5 | 13.25 | 14 |
| D | 8.5 | 9.25 | 10 | 10.75 | 11.5 | 12.25 | 13 |
| E | 7.5 | 8 | 8.5 | 9 | 9.5 | 10 | 10.5 |
| F | 6.5 | 7 | 7.5 | 8 | 8.5 | 9 | 9.5 |
| G | 5.5 | 6 | 6.5 | 7 | 7.5 | 8 | 8.5 |
| H | 4.5 | 4.75 | 5 | 5.25 | 5.5 | 5.75 | 6 |
| I | 4 | 4.25 | 4.5 | 4.75 | 5 | 5.25 | 5.5 |
| J | 3.5 | 3.75 | 4 | 4.25 | 4.5 | 4.75 | 5 |
| K | 3.25 | 3.5 | 3.75 | 4 | 4.25 | 4.50 | 4.75 |

N. Supplemental contract holders will be paid upon the completion of the season. Teachers requesting special consideration for year-long pay must petition the superintendent prior to September 1 of that school year.

O. If a coaching position is not filled such as a freshman coach due to a lack of numbers and a varsity assistant is not a paid position; the unused stipend may be used to add an assistant varsity coach.

If a coach coaches two sports who complete and practice at the same time the coach will be paid a stipend as follows:

Bowling - 750

Swim - 1,250

Track - 1,250

## Supplemental Schedule

**General Athletic Positions:**
- High School Athletic Director (A)
- Asst. High School Athletic Director (E)
- Middle School Athletic Director (C)
- Athletic Trainer (H) Fall, Winter, Spring

**Baseball:**
- Head Coach **(C)**
- Assistant Coach (G)
- Reserve Coach (G)

**Bowling:**
- Head Coach (E)
- Assistant Coach (F)

**Basketball:**
- Head Coach (B)
- Assistant Varsity Coach (C)
- Junior Varsity Coach (C)
- Freshman Coach (D)
- Middle School Coach (E)
- Elementary Intramural Coach (J)

**Cheerleading:**
- Varsity/Junior Varsity Coach (E)
- Freshman Coach (H)
- Middle School Coach (H)

**Cross Country:**
- Head Coach (E)
- Middle School Coach (H)

**Football:**
- Head Coach (B)
- Assistant Varsity Coach (C)
- Freshman Coach (D)
- Middle School Coach (E)

**Golf:**
- Head Coach (D)

**Soccer**:
- Head Coach (D)
- Junior Varsity Coach (G)

**Softball**:
- Head Coach (C)
- Assistant Varsity Coach (G)
- Junior Varsity Coach (G)

**Swimming**:
- Head Coach (BB)
- Assistant Varsity Coach (F)
- Middle School Coach (J)

**Tennis:**
- Head Coach (D)
- Assistant Coach (H)

**Track**:
- Head Coach (BB)
- Assistant Varsity Coach (F)
- Middle School Track (I)

**Volleyball**:
- Head Coach (BB)
- Junior Varsity Coach (G)
- Freshman Coach (G)
- Middle School Coach (H)

**Wrestling**:
- Head Coach (BB)
- Assistant Coach (F)
- Middle School Coach (H)

Academic Challenge (J)
Builders Club – Middle School (K)
Chess Club Advisor (J)
Choreographer (Student Music Production) (K)
Class Advisors - Grades 9, 10 (K)
Class Advisors – Grades 11, 12 (I)
Consulting Teacher – (F)
Dean of Students (C)
DECA Club (J)
Department Chairperson - (K-12) (I)
Department Chairperson - (6-12) (I)
Detention Supervisor – High School – Hourly
**District Band Director ©**
**Assistant Band Director (F)**
**Pep Band Director (J)**
Drama Club Advisor (J)
Drama Club Director – Per Production (K)
Esports Advisor (K)
FCCLA (J)
**Educators Rising (J)**
Flag Corps Advisor (J)
FTA – Future Teachers of America (J)
Grade Level Chairperson (K-5) (H)
In School Suspension Supervisor PCHS/MS - Hourly
Key Club (J)
Leadership Council High School (G)
Lifeguard-Morning Swim – (Reduced Hourly Rate)
**Majorette Advisor (J)**
Mentors (K)
Morning Supervisor Middle School – Hourly
Music Director – Per Musical Production (K)
National Honor Society (J)
Newspaper Advisor -Middle School/Elem. (J)
**Orchestra (E)**
Publications (J)
Resident Educator Coordinator (G)
Review Board – Hourly
**Robotics (E)**
Saturday Session Supervisor Middle School – Hourly
Saturday Session Supervisor – High School - Hourly
Ski Club Advisor (J)
**S**trength & Conditioning Coach (E)
International Language Club (J)
Student Council - Middle School (J)
Team Leaders – Middle School **(H)**
Tech Director of PAC – Hourly
Touch of Class Advisor **(H)**
Transition Coordinator -Hourly - Cap $3,000 each (2)
Weight Room Supervisor (K) – 4 seasons
Young Entrepreneur Club Advisor (K)
**Youth Sports Director (C)**
Yearbook Middle School (J)

**All High School Music Directors (Band,Orchestra & Choir) shall receive a stipend of $500 for hosting OMEA Music Festival. This stipend is only payable if Port Clinton hosts the high school OMEA Music Festival.**

**Coaches must complete all inventories one week after their banquet/awards night. If this is not completed, supplemental pay will not be paid.

** Clubs shall: a) meet at least once a month and b) operate under a formal constitution and or bylaws approved by the Board of Education.

**EXTENDED SEASON**

In the event that an interscholastic team advances beyond the first level in tournament competition, the following payment schedule will apply:

| Position | Payment |
|---|---|
| Head Football | $200 per additional week |
| Head Volleyball | $200 per additional week |
| Head Basketball | $200 per additional week |
| Head Baseball/Softball | $200 per additional week |
| Head Soccer | $200 per additional week |
| Head Wrestling | $100 per additional week |
| Head Swim | $100 per additional week |
| Head Track | $100 per additional week |
| Head Golf | $100 per additional week |
| Head Cross Country | $100 per additional week |
| Head Tennis | $100 per additional week |
| Head Bowling | $100 per additional week |

In those sports such as track, golf, wrestling, tennis and cross country that may have participation at the tournament level of less than four (4) team members, the amounts listed above shall be reduced to one-half.

## Section 9. Pick-Up Retirement

The Board shall "pick-up" the employee's full contribution to the State Teachers Retirement System (STRS) as authorized to STRS Rule 3307-1-23, Federal Ruling Number 77-462 and OAG 82-097. Under these provisions the Board shall not deduct State or Federal taxes on the teacher's required contributions to the STRS and such shall be noted on the W-2 form.

Further, the Board shall “pick-up” 1.5% of the employee’s contribution STRS payment. Said pick-up shall be provided and interpreted as salary for the purposes of STRS establishing that pick-up on the pick –up is in place. Said pick-up and pick-up on the pick-up shall begin with the first pay of the 2003-04 school year. This provision is only for employees hired prior to June 1, 2004.

## Section 10. Evaluation of Supplemental Advisors and/or Coaches

Each club/organization advisor shall be evaluated upon the completion of their activity by the supervising administrator. Activities and clubs at the high school will be evaluated by the Assistant High School Principal.

Activities and clubs at the middle school will be evaluated by the Middle School Principal. Activities and clubs at the elementary school will be evaluated by the Elementary Principal. All head coaches will be evaluated by the high school athletic director. All head coaches are responsible for the evaluation of their assistant coaches in grades 7 – 12 and shall submit the evaluation form to the high school athletic director.

A planning meeting will be held at the beginning of the school year with all advisors per building. This planning meeting should include a brief summary from the advisor of what their organization will accomplish during the course of the year as well as expectations of the evaluating administrator. Evaluation checklist shall be distributed by the supervisor at this initial meeting.

Evaluations will be conducted in a face to face meeting between advisor and administrator or athletic director.

Extracurricular advisors will be evaluated using the form identified as Appendix "K".

Coaches will be evaluated by using the form identified as Appendix "L".

## ARTICLE XV: FRINGE BENEFITS

### Section l. Health Insurance

A. Members shall be eligible for Prescription Drug, Dental, Vision, Life Insurance and a choice of health insurance plans offered through OSBC Consortium or its successor. The current plan offerings are Option 5, 6 and 7 which will remain in effect for the life of this contract unless changes are mutually agreed upon.

B. The Board contribution amount will be 85% BOE and 15% employee contribution using Option #6 with 4 points (base rate) to determine the BOE contribution for all plans. There are 4 Tiers for all plans: Single, Employee/Spouse, Employee/Child & Traditional Family.

**RESULTS BASED POINT SYSTEM**

A health screening will be held each year to determine points that can add or subtract from the base health insurance premium amounts. 4 points = the base health insurance premium. The point system is as follows:

5 points = **-5%** reduction from the base health premium insurance rate

4 points = Base rate - the current health premium insurance rate for that year

3 points = + 3% add on to the base health premium insurance rate

2 points = +6% add on to the base health premium insurance rate

1 point = +9% add on to the base health premium insurance rate

0 points = +12% add on to the base health premium insurance rate

Definition of Health Standards "APPENDIX I"

Non participation. Any employee who does not participate in the health screening and carries the school health insurance will be subject to a 30% add on charge to their base health insurance premium.

The point calculation for employees with a spouse on our plan is as follows:

Both employee and their spouse points are added together, and divided by 2. Any number with a decimal (example 2.5, 3.5, etc.) will be rounded up to the next whole number.

An appeals process will be in place that follows federal health care regulations.

Employees who choose NOT to screen, will receive a 30% surcharge to their base premium.

Employee spouses who are on our medical plan are not subject to the 30% add-on fee for non-participation. However, non-participation will result in a point score of 0 and will be added together with their employee's point total to come up with a final score. Employee spouses who are on the district health plan as secondary coverage are also subject to screening procedures as identified above.

The yearly premium will run January 1 through December 31 each year and will be prorated for employees who are not here for the entire 12 month period.

C. A certified staff member electing to place any sum of money in a Section 125 Plan (Dependent/Medical Care) will be subject to the regulation established by the Internal Revenue Service. If there is a charge to the district for the administration of the Section 125 Plan, it will be subject to negotiation.

D. A certified staff member electing insurance coverage which exceeds the Board paid maximum premium dollars, will receive a payroll deduction for the amount exceeding that maximum.

E. An Open Enrollment Period of one (1) month designated by the OSBC Consortium or its successor shall occur each calendar year. Changes not made during the Open Enrollment Period shall be subject to appropriate laws and rules established by the carrier. Typical reasons might include: marriage, birth of a child, adoption, change of independent status, divorce, death of a spouse, loss of benefits by a spouse, etc.

   Notification of any changes listed above must be made within 30 days to the treasurer's office to ensure the changes will be effective by the insurance carrier.

F. A certified staff member may be covered by the benefit plan through qualifying events as defined by C.O.B.R.A. In addition, a certified staff member who loses coverage because of termination of spouse's coverage for any other reason shall be covered. Upon a qualifying event occurring, a certified staff member shall immediately notify the Treasurer's Office, in writing. Coverage will take effect upon the first of the following month after notification.

G. Any certified staff member who declines medical and prescription drug insurance via a waiver, shall be entitled to receive $2,000 per calendar year, or prorated portion thereof. This payment will be made on a quarterly basis. The only dual coverage available for married couples who are employees of the district is a single plan. For example, a married couple could both choose a single coverage health plan, but could not both choose a family or a combination family/single plan.

H. The current deductible for Option #6 (H.S.A) plan is $2,800 single and $5,600 family. The Board agrees to hold the employee amount to $2,800 single and $5,600 family for Option 6 H.S.A. plan only. These "employee amount" deductibles will remain the same for the duration of this contract.

If the I.R.S. changes the deductible amounts for the H.S.A. Option 6 plan the Board agrees to reimburse those employees who reach the new deductible amount. For example, if the new deductible amount changes to $3,000 for single and $6,000 for family, and an employee has claims that reach the deductible of $3,000 – the Board will reimburse the employee $200.00. The same holds true for the family deductible if the combined family deductible is raised to $6,000 and the family reaches this amount, the Board will reimburse $400.00 to keep the out of pocket deductible at $5,600.00 for the life of this contract. The employee will submit a statement (from Medical Mutual or its successor) showing they have reached the deductible amount and will be promptly reimbursed. An employee will have 3 months following the end of the plan year to submit their statement for reimbursement.

I. Employees who decline health insurance can still sign up for dental or vision insurance. The cost will be split 50% Board and 50% Employee for dental & vision for these employees.

## Section 2. Health Savings Contribution:

- A matching concept for the H.S.A. which is similar to how organizations match a certain % of retirement contributions (i.e. 401-k)
- BOE contributes 50% Match up to $800 single / $1600 family - For example, if a "single" employee contributes $400.00 towards their HSA, the BOE will contribute $200.00 if a "family" employee contributes $2,000.00 towards their HSA, the BOE will contribute $1,000.00.
- An employee can receive the maximum BOE match contribution each year of the contract per the following table:

| Employee Contribution | Board Match @ 50% | Employee Amount per month |
|---|---|---|
| Single $1,600.00 | $800.00 | 133.33 |
| Family $3,200.00 | $1,600.00 | 266.66 |

- Employees must indicate the deduction amounts for January during the open enrollment period to qualify for the BOE match. Payments will be made in January.

New hires will receive a match of 100% up to $800 single / $1600 family when they enroll in an HSA plan (same as year 1 -- this will continue for new hires). For example, a new employee enrolled in the 2019-2020 school year will still receive the 100% match up to $800 single / $1600 family in their first year. In their second year, the match would be what the current rate match is at that time.

New hires will also receive a one-time $750 HSA stipend in the first year of employment. Payment will be made in September.

## Section 3. Working Spouse Rule

1. A "Working Spouse" rule will be in effect for Port Clinton City School employees whose spouse works for another employer outside the OSBC consortium or its successor.
2. Eligibility will be determined based upon the following guidelines:
    a. Your spouse must enroll in at least single coverage through their employer if:

i. Your spouse is eligible for health insurance through his/her employer.

ii. Your spouse will be eligible for health insurance through his/her retirement system when your spouse retires.

b. If one (1) of the above pertains to your spouse:

i. Your spouse needs to enroll on their employer's plan at their next open enrollment period for at least single coverage.

ii. Your spouse can still be covered on the OSBC or its successor as secondary.

3. Your spouse is exempt from this requirement if:

a. Your spouse does not have access to employer subsidized health insurance.

c. The amount a spouse contributes to be exempt will be determined annually by the OSBC Consortium, or its successor.

d. Your spouse is currently retired, eligible for Medicare, but not on the retirement system program. In other words, any spouse who retired before the effective date is grandfathered on the OSBC program and is not required to pick up the retirement coverage.

4. When your spouse has enrolled in a plan maintained by his/her employer, coverage for your spouse under the OSBC plan or its successor will then be secondary to the coverage provided by your spouse's employer's plan.

<u>Health & Wellness Insurance Committee</u>

A. Purpose

The purpose of the Health and Wellness Committee is to promote better employee health as well as to look for ways to control health insurance costs for the district.

B. Administration of the Health and Wellness Program

1. A committee shall annually be appointed by the Employer, OAPSE, Secretarial Unit and PCFT to oversee operations of the established program.

2. The Health and Wellness Program Committee shall meet quarterly at a minimum. (Specific individuals and /or cases shall not be discussed.) The topics and agenda for this meeting shall be limited to program issues such as: administration of the program, costs of the program, and periodic evaluation of the program. Reporting information shall be limited to restrictions on confidentiality and EAP guidelines.

3. Membership on this committee shall include: one (1) PCFT member appointed by the President of the PCFT, one (1) Board member, one (1) administrative member appointed by the Superintendent, one (1) secretary, the District Treasurer and one (1) representative from OAPSE.

C. Scope of Health and Wellness Program

The Health and Wellness Committee will meet to examine costs and savings, to investigate ways to save administrative costs (including the review of other insurance networks and third party administrators) and

to educate staff about insurance usages. They will also review the results based program and make recommendations for improvement.

Insurance rates will be set annually by the District Health Insurance provider unless mutually agreed upon by all district recognized bargaining units, BOE and Administration Health & Wellness committee members. Should the committee mutually agree to recommend rates which are different from the District health insurance provider the committee will make such recommendation to the BOE and the District Health Insurance provider who will set the final rates.

## Section 4. Life Insurance

Term life insurance in the amount of $30,000 (with double indemnity) shall be provided to each employee.

## Section 5. Benefit Accounting

The Board **can** provide all employees annually with an individual accounting of the cost of their fringe benefits.

## Section 6. Taxable Status

In the event that fringe benefits become legally taxable items, the PCFT will survey its members regarding future direction on fringe benefits.

## Section 7. Severance Pay

A. Retirement severance will be paid to each employee retiring from the Port Clinton City School System at a per diem rate of the annual salary at the time of retirement and after ten (10) years of service under STRS.

B. To qualify for severance retirement a teacher shall submit a written statement of retirement addressed to the Board of Education at least ninety days prior to the effective date of retirement and the teacher must file and be eligible for retirement benefits with STRS.

C. The Treasurer shall make the entire payment to the teacher within 45 days of documentation of the teacher's STRS retirement payment.

D. Severance shall be based on the teacher's per diem rate and paid at twenty-five percent (25%) of the sick leave accumulation of 255 days up to a maximum of sixty four (64) days. The payment of severance shall zero out all sick leave accumulation. Beginning with the 2015-2016 school year, severance will be calculated as follows:

   (25%) of the individual teacher's sick leave accumulation up to a maximum of sixty four (64) days x Bachelors column at 16 year's experience (to calculate the daily per diem rate). For example, if the current bachelor's 16 = $55,576, assuming an employee had 200 sick days accumulated, the calculation would be $55,576/184 = 302.04 x 50 (days) = $15,102.

## Section 8. Retirement Bonus

Eligibility:

A. Individuals eligible for retirement must tender their letter of resignation to the Board of Education no less than ninety (90) days prior to their actual retirement date to be eligible for the Retirement Bonus and also have no less than 10 consecutive years of service in the Port Clinton City Schools.

B. The following age and service requirement for retirement under STRS will be in effect.

   1. **The first year an employee is available for unreduced benefits. Currently (as of July 1, 2023) Unreduced benefits is any age and 34 years of service, or age 65 with 5 years.**

   2. **Any year for early retirement (reduced benefits). Currently (as of July 1, 2023) At any age and 29 years of service, age 55 and 29 years, or age 60 and 5 years of service.**

C. The total years of service to public education as is determined by STRS will be used in determining B Above. **The employee is required to provide their retirement statement showing their years of service prior to receiving this bonus payment.**

D. Bonus:

   1. **The bonus will be a one-time payment of $10,000 and will be paid within forty five days (45) from the date of retirement.**

   2. This bonus shall not be considered as salary and cannot be used to calculate STRS benefit (according to STRS regulations)

   3. In the event of the death of an employee retiring under this plan, the proceeds from this Retirement Bonus will be paid to the estate.

   4. The Retirement Bonus will only be available to those who fulfill the requirements of Section (A&B) above, and will only be eligible when those requirements come into place.

   5. If a teacher decides to take advantage of the Retirement Bonus, and retires prior to the completion of the contract year, it is mutually agreed upon by the parties (Port Clinton Federation of Teachers and Board) that the replacement teacher will be treated as a long-term substitute for the balance of the year and paid accordingly. The substitute's contract will expire at the completion of the year with no future employment obligation between the Board and long-term substitute. The Board encourages teachers to complete the contract term in which they become eligible for retirement, but provide the options to leave prior to the school year's conclusion, if this becomes the desire of the teacher.

## Section 9. Safety Eye Glasses

The Board of Education shall provide without charge prescription safety eye glasses to any teacher who customarily wears eye glasses and teaches a course for which protective eye devices are required pursuant to 3313.643, Revised Code. The Board shall prescribe the style of eye glasses furnished. Replacement eye glasses will be provided by

the Board without charge if a prescription change is necessary. Replacement of such eye glasses otherwise shall be at the expense of the teachers.

## Section 10. Tuition Reimbursement

In an effort to further the professional development of certified staff members and improve student achievement, the Board of Education may reimburse a certified staff member annually as approved by the Local Professional Development Committee (LPDC) who shall administer the funds and approve payment under the following rules:

- The course must be pre-approved by LPDC, from a regionally accredited college or university and documentation must be presented to the LPDC upon successful completion (a grade of B- or better), or "pass" if on a pass/fail;
- The course shall be included on the teacher's IPDP and must be relevant to their professional teaching position with the school system;
- Teacher reimbursement may not exceed **$2,000** annually;
- The reimbursement year shall be from the first day of school through the succeeding summer;
- A teacher is eligible for the reimbursement after they have completed the Mentor program with the school system. The Board shall not reimburse a teacher for a summer in which they will not be returning to work the following school year;
- Tuition and the school general fee are the only reimbursable costs;

The pool of funds to be administered annually by the LPDC shall be $40,000 per year (3-year cap of $120,000). available on a first come-first served basis. Any unused carryover from one year will carry over to the next year for this contract cycle only.

- Once these annual funds are expended no other reimbursement may take place for courses taken that school year.

# ARTICLE XVI: DRUG FREE WORKPLACE COMPLIANCE

## Section l. Drug Free Workplace

PCFT and the Board of Education agree that the Port Clinton City School District will maintain a drug free work place and comply with the federal law provisions of a drug free work place but shall negotiate the effects thereof prior to implementation.

# ARTICLE XVII: MENTORING

## Section 1. Mentor Program

A. Mentoring Program: A program of support provided by the school district to meet the needs of a teacher who must meet the requirements for license renewal by the Ohio Department of Education in accordance with the provisions of HB 1.

B. Resident Educator: Any newly hired PCCS teacher who has not completed the requirements/provisions of the Ohio Department of Education Resident Educator Transition Program or Resident Educator Program.

C. Teacher Mentor: A teacher who provides assistance to a Resident Educator and assists the Resident Educator with the successful completion of the Resident Educator Transition Program or Resident Educator Program.

1. Teacher Mentor positions will be filled by teachers who meet the requirements of the Resident Transition Educator Program or the Resident Educator Program, as well as the procedures for posting and filling of vacancies.

2. The Teacher Mentor shall be issued a limited supplemental contract and be compensated in accordance with the supplemental salary schedule.

3. Teacher Mentors who agree to be assigned to more than one Resident Educator shall receive supplemental contracts for each Resident Educator as assigned.

D. Lead Mentor: A Port Clinton City Schools Mentor Teacher who will oversee and monitor the district mentoring program.

1. The Lead Mentor will meet the training requirements of the Resident Educator Transition Program or the Resident Educator Program.

2. The Lead mentor will have a minimum five (5) consecutive years of teaching experience in the PCCSD.

3. Experience in successfully mentoring one or more PCCS Resident Educators.

4. Continued commitment to the district's mentoring program.

5. The Lead Mentor position will be filled by a PCCS teacher who meets the requirements as listed in Item D, as well as the procedures for posting and filling of vacancies.

6. The Lead mentor will be granted a limited supplemental contract and be compensated in accordance with the supplemental salary schedule.

## ARTICLE XVIII: TERMS OF AGREEMENT

### Section l. Length of Contract

This agreement and the attachments thereto constitute all agreements that have been entered into between the Board of Education and the PCFT and shall be effective on and after July 1, **2024** and shall expire at midnight on June 30, **2027.**

### Section 2. Negotiations Time Frame

Provided that the PCFT has not been removed as the collective bargaining agent for the employees of the bargaining unit covered by this Agreement, the parties agree that negotiations for a successor to this Agreement and the reopener shall commence during the last four months of this Agreement in accordance with the provisions of this Agreement.

### Section 3. Signature Page

IN WITNESS WHEREOF, the parties have set their hands by their duly

authorized representatives on this **20th day** of June, **2024.**

BOARD OF EDUCATION OF THE
PORT CLINTON CITY SCHOOL DISTRICT

Beth Benko
President

Patrick D. Adkins
Superintendent of Schools

Jeff Dombusch
Treasurer

PORT CLINTON FEDERATION OF
TEACHERS, LOCAL 3217

Kurt Heilmann
President

# APPENDIX A: Representation Election

PROCEDURES FOR DETERMINING WHETHER

A REPRESENTATION ELECTION IS TO BE CONDUCTED

The following policies and procedures will be followed to determine whether or not an election shall be held to elect a sole and exclusive bargaining agent, if any, for the bargaining unit as defined in Article I, Section A of the Master Agreement between the Port Clinton Federation of Teachers and the Port Clinton Board of Education.

1. The "Challenging Organization" shall submit to the Board of Education, after September 1st, evidence that it is a bona fide teachers' organization, as defined in Article I, Section G of the Master Agreement.

2. If there is sufficient evidence that the Challenging Organization is a bona fide teachers' organization, the Board shall give the Challenging Organization "Official petitions". Upon notification by the Challenging Organization that they believe that they have sufficient signatures, the Board shall request the A.A.A. to appoint a single election arbitrator.

3. The Election Arbitrator shall have the authority to determine the validity of petitions, including but not limited to the validity of signatures.

4. Within two (2) week days of the selection of the Election Arbitrator, the Challenging Organization shall submit the original of its Petition(s) for a Representative Election to the Election Arbitrator.

5. An election shall be held on the second Tuesday of November if the petition(s) contain the valid signatures of at least 40% of the members of the bargaining unit.

6. A petition will not be deemed valid unless circulated by a member of the bargaining unit whose name appears thereon. A signature is not valid unless it is that of a member of the bargaining unit who is employed by the Board of Education as of September 1st.

7. The cost of the election, including the services of the American Arbitration Association and of the Election Arbitrator to be selected through A.A.A., will be paid by the Challenging Organization.

8. These policies and procedures shall be enforced in a manner consistent with the Master Agreement between the PCFT and the Board of Education.

OFFICIAL PETITION

WE THE UNDERSIGNED HEREBY WANT THE OPPORTUNITY TO REMOVE THE PORT CLINTON

FEDERATION OF TEACHERS as the teachers' representative, and therefore petition the Port Clinton Federation of Teachers and the Port Clinton Board of Education to cause an election between the PCFT and

_____
(insert name of the challenging organization)

to determine which organization will be the sole and exclusive representative of the teachers' bargaining unit.

| SIGNATURE | DATE | SCHOOL |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9 | | |
| 10. | | |

CIRCULATOR: _____

## APPENDIX B: Application for Use of Assault Leave

Application for use of assault leave submitted pursuant to section 3319.143, revised code, and article VI, Section 2 of agreement between Port Clinton Board of Education and PCFT.
Name of employee making application for assault leave:

_____

Date and time of day of the assault:

_____

Identity of the individual(s) causing the assault:

_____

_____

Location at which the assault took place (include street address, city and state; include name of building, floor level and classroom number, location of restroom or other non-classroom area including playground if applicable):

_____

_____

Names of any witnesses:

_____

_____

_____

Type of event in which alleged assailant was engaged at the time the assault took place:

_____

_____

_____

Type of event in which employee making application was engaged at the time the assault took place:

_____

_____

_____

Complete statement of events surrounding the assault including all circumstances which indicate the assault took place while applicant was in the course of board employment (attach additional pages if needed):

_____

_____

_____

_____

_____

_____

_____

_____

Nature of injury resulting from assault:

_____

_____

_____

_____

Applicant understands that if medical attention was required, a certificate from a licensed physician stating the nature of the disability and its duration shall be required and that falsification of either a signed statement or a physician's certificate is ground for suspension or termination of employment.

In making this application, applicant signifies his or her willingness to participate and cooperate fully with the Board of Education in pursuing legal action against the alleged assailant(s).

This application shall be signed and dated by applicant and turned in or mailed to the office of the Treasurer of the Board of Education of the Port Clinton City School District. Upon receipt of this application, the Treasurer shall acknowledge receipt by signing and dating same.

The information supplied on this application is the truth to the best of my knowledge.

_____ _____

Applicant's signature Date

This form was received by me on the_____ day of_____, 20____

_____

Treasurer

## APPENDIX C: Nurse's Evaluation Form

**PORT CLINTON CITY SCHOOLS**
**NURSE'S EVALUATION FORM** – New form

Nurse: _____ Dates of Observation: _____
Evaluator: _____ Position of Evaluator: _____

Rating Scale

| | | |
|---|---|---|
| Satisfactory | (S) | expected of all nurses |
| Unsatisfactory | (UN) | requires suggestions for improvement by evaluator |
| Not Applicable | (N/A) | |
| Commendable | (C) | Exceeds expectations |
| Needs Improvement | (NI) | Requires suggestions for improvement by the evaluator |

A. APPLIES APPROPRIATE THEORY AS BASIS FOR DECISION MAKING IN NURSING PRACTICE S/A UN C NI

1. Demonstrates evidence of the use of theory by sharing information with peers,students, family, staff, other professionals and the community. _____
2. Demonstrates application of theory to practice by use of most recent techniques and information. _____

B.ESTABLISHES AND MAINTAINS A COMPREHENSIVE SCHOOL HEALTH PROGRAM

1. Consults with school administration to establish, review and revise procedures for comprehensive school health services. _____
2. Assumes responsibility for inservice programs for school personnel regarding health related issues. _____
3. Establishes process to identify students at-risk for physical and psychosocial problems. _____
4. Communicates student health needs to appropriate school personnel. _____
5. Establishes follow-up mechanism for referral or identified students. _____
6. Completes written reports to provide continuity and accountability of program. _____

C. THE NURSING PROCESS INCLUDES INDIVIDUALIZED HEALTH PLANS THAT ARE DEVELOPED BY THE SCHOOL NURSE

1. Assumes responsibility for initiation of the pupil health record upon enrollment. _____
2. Records data on cumulative health record. _____
3. Identifies the relationship between health status and the student's ability to learn. _____
4. Writes nursing care plans for students with significant health problems when appropriate. _____
5. Informs school personnel about adaptations of the comprehensive school program, interventions, or environment required by students to meet their individual health needs. _____
6. Determines priorities and goals in collaboration with student, family and school personnel. _____

D. INTERDISCIPLINARY COLLABORATION

1. Participates as an integral member of the interdisciplinary teams. _____
2. Assumes leadership in the individualized education plan (IEP) when the primary service for the student is health related. _____

E. ASSISTS STUDENTS, FAMILIES AND GROUPS TO ACHIEVE OPTIMAL LEVELS OF WELLNESS THROUGH HEALTH EDUCATION

1. Demonstrates use of principles of learning appropriate teaching methods. _____
2. Teaches the principles of health promotion and disease prevention to individuals and groups. _____

3. Acts as a resource person in health education to school personnel, students and families. _____
4. Promotes prevention and other self-care strategies with school personnel. _____

F.PROFESSIONAL DEVELOPMENT

1. Participates in evaluation to assure quality of health service. _____
2. Participates in continuing education program to increase knowledge, update skills, and maintain certification. _____

G. COMMUNITY HEALTH COLLABORATION

1. Interprets school health services needs and the role of the school nurse to the school and _____
2. Collaborates with agencies within and outside of the community to assure continuity of service. _____

H. RESEARCH

1. Informally critiques current research in professional nursing articles and shares information with school personnel when appropriate. _____
2. Obtains expert consultation as needed. _____

I. PERSONAL QUALITIES

1. Grooming _____
2. Punctuality _____
3. Initiative _____
4. Reliability _____
5. Enthusiasm _____

J. PUPIL - NURSE RELATIONSHIPS

1. Cooperates with administration and supervisors. _____
2. Cooperates with faculty and staff. _____
3. Receptive to constructive suggestions _____
4. Supports the policies and programs of the school. _____
5. Understands his/her program in relation to the entire school; does not consider his/her program "all important". _____

SUMMARY COMMENTS - ADMINISTRATOR/SUPERVISOR

_____
_____
_____
_____
_____

DEVELOPMENT PLAN:

_____
_____
_____

Date: _____ Nurse Signature: _____

Date: _____ Evaluator Signature: _____

## APPENDIX D: Academic Comparison Districts

BCS

Bellevue

Clyde

Danbury Local

Edison

Fremont

Genoa

Gibsonburg

Huron

Margaretta

Monroeville

New London

Norwalk

Oregon

Perkins

Sandusky City

South Central

Vermilion

Western Reserve

Willard

Woodmore

# APPENDIX E: Teacher Transfer Request

## PCCS TEACHER TRANSFER REQUEST

NOTE: The applicant should read Article VIII, Section 1 of the Master Agreement prior to filing this form. Please submit to your building principal for each request,

DATE: _____ SCHOOL: _____

APPLICANT'S NAME: _____

Present Position/ Teaching Assignment: _____

Number of years teaching experience in Port Clinton Schools: _____

PRESENT CONTRACT STATUS: (check one area below)

A. _____ Continuing Contract

B. _____ One Year Limited

C._____ Two Year Limited

D._____ Three Year Limited

My present contract expires (if applicable): _____

APPLICANT/S STATEMENTS REGARDING REQUEST FOR TRANSFER:

A. Position Desired: _____

B. School Location: _____

C. Reason(s) for Transfer Request (Please write brief, concise statement below.):

_____

_____

_____

Teacher's Signature: _____

---

FOR ADMINISTRATIVE USE ONLY

A. Date request received by Principal: _____ _____
DATE SIGNATURE

B. Date request filed with Superintendent: _____
DATE SIGNATURE

C. Action By Superintendent: _____ _____ _____
APPROVED DISAPPROVED Superintendent's Signature

NOTE: This shall be kept on file for a period of one(1)year from the date submitted unless removed at the teacher's request.

-

## APPENDIX F: Request for Reconsideration of Involuntary Transfer

NOTE: This form must be filed within 72 hours after being notified by the Superintendent of an involuntary transfer. (See Article VIII, Section C)

TEACHER:_____ SCHOOL: _____

Present Position/Assignment: _____

Position to which you were reassigned: _____

Date you received notification from Superintendent: _____

State Reason{s) you desire reconsideration:

_____

_____

_____

Teacher's Signature: _____ Date: _____

FOR ADMINISTRATIVE USE ONLY

A. Date Teacher/Superintendent Conference was held: _____
DATE

B. Action of Superintendent:

_____

_____

_____ _____

Superintendent's Signature Date

## APPENDIX G: Department Chair Positions

1 Art K-12
2. Business 6-12
3. World Language 6-12
4 Guidance and Testing K-12
5. Health Services K-12
6. Technology Education 6-12
7. Language Arts and Reading 6-12
8. Math 6-12
9. Music K-12
10. Physical Education K-12 and Health Education 6-12
11. Science 6-12
12. Social Studies 6-12
13. Special Educational Services (LD, DH, Speech) K - 5
14. Special Educational Services (LD, DH, Speech) 6 - 12
15. Four (4) Team Leaders at the Middle School
16. Grade Level Chairs (K-5)
17. Elementary Curriculum Chair **(PreK-5)**

Departments with three members will receive 75% of the stipend.
Departments with two members will receive 50% of the stipend.
Departments with one member will receive 25% of the stipend.

Special Note: A teacher teaching one or more classes in a given department will be counted as a full time member for the above formula.

## APPENDIX H: Salaried leave Provision Example

| Full-time Employee | | | Substitute |
|---|---|---|---|
| Salary | $41,719 | | $34,149 |
| Insurance | $10,800 | | |
| Bonus/Insurance | | | |
| Retirement | $6466 | | $4780 |
| Workmen's Comp. | $417 | | $341 |
| Medicare | $604 | | $495 |
| TOTAL | $60,007 | | $40,565 |
| Full-Time compensation | | | $60,007 |
| Long-term sub compensation | | | $40,565 |
| Difference | | | $19,442 |
| If Insurance is desired | | $10,800 | Without Insurance: |
| ( $19,442 minus $10,800 ) = | | $8,642 | $19,442 |
| | | - $ 1339 STRS | - $ 3014 STRS |
| | | - $ 125 Medicare | - $ 282 Medicare |
| | | - $ 86 W.C. | - $ 194 W.C. |
| Salary to be paid | $ 7092/26 | Salary to be paid | $15,942/26 |

## APPENDIX I: Definition of Health Standards

| Suggested Program Biometrics | Current Program Targets |
|---|---|
| Blood Pressure | 130/85 |
| Body Mass Index<br><br>Secondary Measure: Waist Circumference | ≤ 27.5<br><br>Waist Details: Females ≤ 35 and Males ≤ 40 |
| TC:HDL Ratio | ≤ 3.6 |
| Glucose<br>Secondary Measure: A1C | ≤ 110<br>5.7 |
| Tobacco Use | Negative |

# APPENDIX J: Salary Schedule

## 2024-2025

## Teachers Salary Schedule

Base = $ 42,523

(4% Increase on Base)

| YEAR | BA Salary | BS Plus 15 Grad Hrs. | Master's Salary | Master's Plus 30 Salary |
|---|---|---|---|---|
| 0 | 42,523 | 44,980 | 48,485 | 50,646 |
| 1 | 44,011 | 46,554 | 50,182 | 52,419 |
| 2 | 45,551 | 48,184 | 51,938 | 54,254 |
| 3 | 47,146 | 49,870 | 53,756 | 56,152 |
| 4 | 48,796 | 51,616 | 55,638 | 58,118 |
| 5 | 50,504 | 53,422 | 57,585 | 60,152 |
| 6 | 52,272 | 55,292 | 59,600 | 62,257 |
| 7 | 54,101 | 57,227 | 61,686 | 64,436 |
| 8 | 55,994 | 59,230 | 63,845 | 66,691 |
| 9 | 57,954 | 61,303 | 66,080 | 69,026 |
| 10 | 59,982 | 63,449 | 68,393 | 71,442 |
| 11 | 61,268 | 65,511 | 70,786 | 73,942 |
| 12 | 62,553 | 66,913 | 73,264 | 76,530 |
| 13 | 63,838 | 68,315 | 75,828 | 79,209 |
| 14 | 65,123 | 69,717 | 77,581 | 81,981 |
| 15 | 66,408 | 71,119 | 79,333 | 84,317 |
| 16 | 67,693 | 72,521 | 81,086 | 86,654 |
| 17 | 67,693 | 72,521 | 83,189 | 88,290 |
| 18 | 67,693 | 72,521 | 83,189 | 88,290 |
| 19 | 67,693 | 72,521 | 83,189 | 88,290 |
| 20 | 67,693 | 72,521 | 83,189 | 88,290 |
| 21 | 67,693 | 72,521 | 83,189 | 88,290 |
| 22 | 67,693 | 72,521 | 83,189 | 88,290 |
| 23 | 67,693 | 72,521 | 83,189 | 88,290 |
| 24 | 67,693 | 72,521 | 83,189 | 88,290 |
| 25 | 67,693 | 72,521 | 83,189 | 88,290 |
| 26 | 67,693 | 72,521 | 83,189 | 88,290 |
| 27 | 67,693 | 72,521 | 83,189 | 88,290 |
| 28 | 67,693 | 72,521 | 83,189 | 88,290 |
| 29 | 67,693 | 72,521 | 83,189 | 88,290 |
| 30 | 67,693 | 72,521 | 83,189 | 88,290 |
| 31 | 67,693 | 72,521 | 83,189 | 88,290 |
| 32 | 67,693 | 72,521 | 83,189 | 88,290 |
| 33 | 67,693 | 72,521 | 83,189 | 88,290 |
| 34 | 67,693 | 72,521 | 83,189 | 88,290 |
| 35 | 67,693 | 72,521 | 83,189 | 88,290 |
| 36 | 67,693 | 72,521 | 83,189 | 88,290 |
| 37 | 67,693 | 72,521 | 83,189 | 88,290 |
| 38 | 67,693 | 72,521 | 83,189 | 88,290 |
| 39 | 67,693 | 72,521 | 83,189 | 88,290 |
| 40 | 67,693 | 72,521 | 83,189 | 88,290 |

Longevity Payments

After 17 Years $1,100 annual longevity

After 22 Years an additional $650.00 for a total of $1,750 total annual longevity

After 27 Years an additional $1,000.00 for a total of $2,750.00 total annual longevity

After 30 Years an additional $1,500.00 for a total of $4,250.00 total annual longevity

# 2025-2026

## Teachers Salary Schedule

Base = $ 43,905

(3.25% Increase on Base)

| YEAR | BA Salary | BS Plus 15 Grad Hrs. | Master's Salary | Master's Plus 30 Salary |
|---|---|---|---|---|
| 0 | 43,905 | 46,442 | 50,061 | 52,292 |
| 1 | 45,441 | 48,067 | 51,813 | 54,122 |
| 2 | 47,032 | 49,750 | 53,626 | 56,017 |
| 3 | 48,678 | 51,491 | 55,503 | 57,977 |
| 4 | 50,382 | 53,293 | 57,446 | 60,007 |
| 5 | 52,146 | 55,158 | 59,456 | 62,107 |
| 6 | 53,970 | 57,089 | 61,537 | 64,281 |
| 7 | 55,859 | 59,087 | 63,691 | 66,530 |
| 8 | 57,814 | 61,155 | 65,920 | 68,859 |
| 9 | 59,837 | 63,295 | 68,228 | 71,269 |
| 10 | 61,932 | 65,511 | 70,615 | 73,763 |
| 11 | 63,259 | 67,640 | 73,087 | 76,345 |
| 12 | 64,586 | 69,087 | 75,645 | 79,017 |
| 13 | 65,913 | 70,535 | 78,293 | 81,783 |
| 14 | 67,239 | 71,982 | 80,102 | 84,645 |
| 15 | 68,566 | 73,430 | 81,911 | 87,058 |
| 16 | 69,893 | 74,878 | 83,721 | 89,470 |
| 17 | 69,893 | 74,878 | 85,892 | 91,159 |
| 18 | 69,893 | 74,878 | 85,892 | 91,159 |
| 19 | 69,893 | 74,878 | 85,892 | 91,159 |
| 20 | 69,893 | 74,878 | 85,892 | 91,159 |
| 21 | 69,893 | 74,878 | 85,892 | 91,159 |
| 22 | 69,893 | 74,878 | 85,892 | 91,159 |
| 23 | 69,893 | 74,878 | 85,892 | 91,159 |
| 24 | 69,893 | 74,878 | 85,892 | 91,159 |
| 25 | 69,893 | 74,878 | 85,892 | 91,159 |
| 26 | 69,893 | 74,878 | 85,892 | 91,159 |
| 27 | 69,893 | 74,878 | 85,892 | 91,159 |
| 28 | 69,893 | 74,878 | 85,892 | 91,159 |
| 29 | 69,893 | 74,878 | 85,892 | 91,159 |
| 30 | 69,893 | 74,878 | 85,892 | 91,159 |
| 31 | 69,893 | 74,878 | 85,892 | 91,159 |
| 32 | 69,893 | 74,878 | 85,892 | 91,159 |
| 33 | 69,893 | 74,878 | 85,892 | 91,159 |
| 34 | 69,893 | 74,878 | 85,892 | 91,159 |
| 35 | 69,893 | 74,878 | 85,892 | 91,159 |
| 36 | 69,893 | 74,878 | 85,892 | 91,159 |
| 37 | 69,893 | 74,878 | 85,892 | 91,159 |
| 38 | 69,893 | 74,878 | 85,892 | 91,159 |
| 39 | 69,893 | 74,878 | 85,892 | 91,159 |
| 40 | 69,893 | 74,878 | 85,892 | 91,159 |

**Longevity Payments**

After 17 Years $1,500 annual longevity

After 22 Years an additional $650.00 for a total of $2,150 total annual longevity

After 27 Years an additional $1,000.00 for a total of $3,150.00 total annual longevity

After 30 Years an additional $1,500.00 for a total of $4,650.00 total annual longevity

# 2026-2027

## Teachers Salary Schedule

| Base = | | $ 45,332 | | |
|---|---|---|---|---|
| (3.25% Increase on Base) | | | | |
| | | | | |
| | BA | BS Plus | Master's | Master's Plus 30 |
| YEAR | Salary | 15 Grad Hrs. | Salary | Salary |
| 0 | 45,332 | 47,951 | 51,688 | 53,992 |
| 1 | 46,918 | 49,629 | 53,497 | 55,881 |
| 2 | 48,560 | 51,366 | 55,369 | 57,837 |
| 3 | 50,260 | 53,164 | 57,307 | 59,862 |
| 4 | 52,020 | 55,025 | 59,313 | 61,957 |
| 5 | 53,840 | 56,951 | 61,389 | 64,125 |
| 6 | 55,724 | 58,944 | 63,537 | 66,370 |
| 7 | 57,674 | 61,007 | 65,761 | 68,693 |
| 8 | 59,693 | 63,143 | 68,063 | 71,097 |
| 9 | 61,782 | 65,352 | 70,445 | 73,585 |
| 10 | 63,945 | 67,640 | 72,910 | 76,161 |
| 11 | 65,315 | 69,838 | 75,462 | 78,826 |
| 12 | 66,685 | 71,333 | 78,104 | 81,585 |
| 13 | 68,055 | 72,827 | 80,837 | 84,441 |
| 14 | 69,425 | 74,322 | 82,705 | 87,396 |
| 15 | 70,795 | 75,816 | 84,574 | 89,887 |
| 16 | 72,165 | 77,311 | 86,442 | 92,378 |
| 17 | 72,165 | 77,311 | 88,684 | 94,122 |
| 18 | 72,165 | 77,311 | 88,684 | 94,122 |
| 19 | 72,165 | 77,311 | 88,684 | 94,122 |
| 20 | 72,165 | 77,311 | 88,684 | 94,122 |
| 21 | 72,165 | 77,311 | 88,684 | 94,122 |
| 22 | 72,165 | 77,311 | 88,684 | 94,122 |
| 23 | 72,165 | 77,311 | 88,684 | 94,122 |
| 24 | 72,165 | 77,311 | 88,684 | 94,122 |
| 25 | 72,165 | 77,311 | 88,684 | 94,122 |
| 26 | 72,165 | 77,311 | 88,684 | 94,122 |
| 27 | 72,165 | 77,311 | 88,684 | 94,122 |
| 28 | 72,165 | 77,311 | 88,684 | 94,122 |
| 29 | 72,165 | 77,311 | 88,684 | 94,122 |
| 30 | 72,165 | 77,311 | 88,684 | 94,122 |
| 31 | 72,165 | 77,311 | 88,684 | 94,122 |
| 32 | 72,165 | 77,311 | 88,684 | 94,122 |
| 33 | 72,165 | 77,311 | 88,684 | 94,122 |
| 34 | 72,165 | 77,311 | 88,684 | 94,122 |
| 35 | 72,165 | 77,311 | 88,684 | 94,122 |
| 36 | 72,165 | 77,311 | 88,684 | 94,122 |
| 37 | 72,165 | 77,311 | 88,684 | 94,122 |
| 38 | 72,165 | 77,311 | 88,684 | 94,122 |
| 39 | 72,165 | 77,311 | 88,684 | 94,122 |
| 40 | 72,165 | 77,311 | 88,684 | 94,122 |

**Longevity Payments**

After 17 Years $1,500 annual longevity

After 22 Years an additional $650.00 for a total of $2,150 total annual longevity

After 27 Years an additional $1,000.00 for a total of $3,150.00 total annual longevity

After 30 Years an additional $1,500.00 for a total of $4,650.00 total annual longevity

## APPENDIX K: Guidance Counselor Evaluation

**Ohio School Counselor Evaluation System** | **Assessment of School Counselor Performance**

### School Counselor Evaluation Rubric

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

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

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

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

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

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

| | | | | |
|---|---|---|---|---|
| **Evidence** | | | | |

| **Standard Six: Professional Responsibility, Knowledge and Growth** – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis. | | | | |
|---|---|---|---|---|
| | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies. | he school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. | The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. | The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications. |
| | The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning. | The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues. | The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues. | The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate. |
| | The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level. | The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level. | The school counselor actively participates in both professional meetings and organizations at the local, state or national levels. | The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level. |
| **Evidence** | | | | |

| **Metric(s) of Student Outcomes** – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics. | | | | |
|---|---|---|---|---|
| | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills. | The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills. | The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain. | The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains. |
| **Evidence** | | | | |

## APPENDIX L: Dean of Students Evaluation

**Ohio Teacher Evaluation System** **Assessment of Teacher Performance**

# Teacher Performance Evaluation Rubric - Dean of Students

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

| Domains | Components | Ineffective | Developing | Skilled | Accomplished |
|---|---|---|---|---|---|
| **FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)**<br><br>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments | **Use of High Quality Student Data**<br><br>Element 1.1<br>Element 1.2<br>Element 1.3<br>Element 3.3<br><br>**HQSD=SWIS, individual behavior plans, attendance, B-Tiered Fidelity Inventory (PBIS) and/or other sources** | The dean does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s). | The dean uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate. | The dean thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate school-wide goal(s) and monitors student progress toward goal(s). | The dean thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate school-wide goal(s) and monitors student progress toward goal(s). The dean plans for the facilitation of developmentally appropriate student data collection and strategies to assist in school-wide goal setting and progress monitoring. |

| | | | | | |
|---|---|---|---|---|---|
| | **of data (Panorama)** | | | | |
| **EVIDENCE** | | | | | |
| | **Connections to state standards and district priorities**<br><br>Element 2.3<br>Element 4.1<br>Element 4.7 | Dean demonstrates little or no knowledge of PBIS or actions are inappropriate to either the situation or the age of the students. | Dean demonstrates basic knowledge of the school's PBIS program and actions are partially suitable to the situation and to the age of the students. | Dean demonstrates thorough knowledge of the school's PBIS program and actions are appropriate to the situation in the school and to the age of the students. | Dean is deeply familiar with the school's PBIS program; actions are highly appropriate to the situation and age of the students; Dean works to shape its future direction of the school-wide PBIS program. |
| **EVIDENCE** | | | | | |
| **KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)**<br><br>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys | **Planning Instruction for the Whole Child**<br><br>Element 1.2<br>Element 1.4<br>Element 1.5<br>Element 4.2<br>Element 4.4<br>Element 6.4 | Dean demonstrates little or no knowledge of resources for students available through the school or district. | Dean demonstrates basic knowledge of resources for students available through the school or district. | Dean demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district. | Dean demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| **EVIDENCE** | | | | | |
| **LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction,** | **Communication with students (staff)**<br><br>Element 2.2<br>Element 4.3 | The dean has not been trained in PBIS. When teachers and staff want to refer a | Dean has established procedures for referrals, but the details are not | Procedures for referrals and for meetings and consultations with parents and | Procedures for all aspects of at-risk and discipline referrals are clear to everyone and have been developed in collaboration with teachers and staff. |

| | | | | | |
|---|---|---|---|---|---|
| **Standard 5: Learning Environment, Standard 6: Collaboration and Communication)**<br><br>Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walkthroughs/informal observations, peer review | Element 4.6<br>Element 6.1 | student for discipline, they are not sure how to go about it. | always clear. The dean has participated in PBIS training but has not included any staff in the training. | administrators are clear to everyone. The dean has participated in PBIS training and has included members of the staff in the training. There is a school-wide PBIS committee who are working towards full PBIS implementation. | The dean has participated in PBIS training and has included members of the staff in the training. There is a school-wide PBIS committee who are working towards full PBIS implementation.<br><br>The PBIS committee has created building-wide plans for all 3 Tiers of PBIS. |
| **EVIDENCE** | | | | | |
| **CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment)**<br><br>Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walkthroughs/informal observations, peer review, student surveys | **Building-wide routines and procedures**<br><br>Element 5.5 | The dean has not established building-wide routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior | The dean establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The dean makes decisions about building-wide operations. | The dean consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Teachers, students, and staff assume appropriate levels of responsibility for effective operation of the building. | The dean, teachers, staff, and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students and staff. Students and staff initiate responsibility for effective operation of the building. |
| | **Building-wide climate and cultural competency** | There is no evidence of rapport or expectations for | There is some evidence of rapport and expectations for respectful, supportive and caring | There is consistent evidence of rapport and expectations for respectful, | The dean intentionally creates a building-wide environment that shows consistent evidence of rapport and expectations |

| | | | | | |
|---|---|---|---|---|---|
| | Element 1.4<br>Element 5.1<br>Element 5.2 | respectful, supportive and caring interactions with and among students and the dean. There is no demonstration of regard for student perspectives, experiences and culture. The dean does not address needs related to student sense of wellbeing. | interactions with and among students and the dean. There is inconsistent demonstration of regard for student perspectives, experiences and culture. The dean is aware of needs related to student sense of well-being but does not address them effectively | supportive and caring interactions with and among students and the dean. There is demonstration of regard for student perspectives, experiences and culture. The dean models expectations and behaviors that create a positive climate of openness, respect and care. The dean anticipates and effectively addresses needs related to student sense of well-being. | for respectful, supportive and caring interactions with and among students and the dean. There is demonstration of regard for student perspectives, experiences and culture. The dean models expectations and behaviors that create a positive climate of openness, respect and care. The dean anticipates and effectively addresses needs related to student sense of wellbeing. The dean seeks and is receptive to the thoughts and opinions of individual students. When appropriate, the dean includes other school professionals and/or community resources to ensure all students are recognized and valued. |
| **EVIDENCE** | | | | | |
| **ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)**<br><br>Possible Sources of Evidence: pre-conference, formal observation, classroom | **Use of assessments**<br><br>Element 3.1<br>Element 3.2<br>Element 3.3<br>Element 3.4 | Dean has no plan to evaluate the discipline program or resists suggestions that such an evaluation is important. | Dean has a rudimentary plan to evaluate the discipline program. | Dean's plan to evaluate the discipline program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Dean's evaluation plan is highly sophisticated, utilizing the B-Tiered Fidelity Inventory and has a clear path toward improving the school-wide PBIS program on an ongoing basis. |

| | | | | | |
|---|---|---|---|---|---|
| walkthroughs/informal observations, assessments, student portfolios, post-conference | | | | | |
| **EVIDENCE** | | | | | |
| | **Evidence of student learning**<br><br>Element 1.3 | The dean's assessment data demonstrates no evidence of growth and/or achievement over time for most students. | The dean uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students. | The dean uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students. |
| **EVIDENCE** | | | | | |
| **PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)**<br><br>Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review | **Communication and collaboration with families**<br><br>Element 6.1<br>Element 6.2 | The dean does not communicate with students and families. | The dean inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, wellbeing and development | The dean uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development. | The dean uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development |

| | | | | | |
|---|---|---|---|---|---|
| **EVIDENCE** | | | | | |
| | **Communication and collaboration with colleagues**<br><br>Element 6.3 | The dean does not communicate and/or collaborate with colleagues. | The dean inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice. | The dean effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice. | The dean initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession. |
| **EVIDENCE** | | | | | |
| | **District policies and professional responsibilities**<br><br>Element 7.1 | The dean demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The dean demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The dean demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The dean demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The dean exemplifies effective leadership characteristics beyond the classroom. The dean helps shape policy at the school, district or state level. |
| **EVIDENCE** | | | | | |
| | **Professional learning**<br><br>Element 7.2<br>Element 7.3 | The dean sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals. | The dean sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals. | The dean sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The dean takes appropriate | The dean consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The dean takes appropriate action to |

| | | | | | |
|---|---|---|---|---|---|
| | | | | action to meet the goals. | meet the goals. The dean collaborates with colleagues and others to share best practices. |
| **EVIDENCE** | | | | | |

## APPENDIX M: Solutions Room Teacher

**Ohio Teacher Evaluation System** **Assessment of Teacher Performance**

# Teacher Performance Evaluation Rubric - Solutions Room Teacher

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

| Domains | Components | Ineffective | Developing | Skilled | Accomplished |
|---|---|---|---|---|---|
| **FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)**<br><br>Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments | **Use of High Quality Student Data**<br><br>Element 1.1<br>Element 1.2<br>Element 1.3<br>Element 3.3 | Teacher's goals are unclear, lack viable measurement, not suitable for the student, do not involve several therapeutic approaches/interventions, and do not involve student, family and outside professional collaboration | Teacher's goals are moderately valuable, measurable, suitable for the student, and involve several types of interventions/therapeutic approaches, yet may lack coordination, and collaborative integration with the educational plan. | Teacher's goals are valuable, clearly stated to students and families, suitable for the student, involve several types of interventions, and display opportunities for coordination and collaboration with the educational plan. | Teacher's goals are valuable, establish high expectations for growth, are suitable for the student, involve several types of interventions, are coordinated and collaborated with the student, family, and outside resources and are integrated with the educational plan. |
| **EVIDENCE** | | | | | |
| | **Connections to state standards** | The teacher's instructional plan | The teacher's instructional plan | The teacher's instructional plan | The teacher's instructional plan incorporates activities, |

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|---|---|---|---|---|---|
| | **and district priorities**<br><br>Element 2.3<br>Element 4.1<br>Element 4.7 | does not reference Ohio's Learning Standards (SEL Standards) | references Ohio's Learning Standards (SEL Standards), but goals and activities do not align with student needs, school and district priorities or the standards. | incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards (SEL Standards) | assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards (SEL Standards). The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum. |
| **EVIDENCE** | | | | | |
| **KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)**<br><br>Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys | **Planning Instruction for the Whole Child**<br><br>Element 1.2<br>Element 1.4<br>Element 1.5<br>Element 4.2<br>Element 4.4<br>Element 6.4 | Teacher is unable to interview, establish rapport and have a healthy professional relationship with students and families. Teacher is unable to set appropriate expectations for student achievement. | Teacher is able to interview, establish rapport and have a healthy professional relationship with some students and families. Teacher sometimes sets appropriate expectations for student achievement. | Teacher consistently is able to interview, establish rapport and have a healthy professional relationship with all students and families. The teacher has appropriate expectations for student achievement. | Teacher consistently is able to interview, establish rapport and have a healthy professional relationship with all students and families.<br><br>The teacher has appropriate expectations for student achievement and actively teaches others how to establish positive relationships and have high expectations of student achievement |
| **EVIDENCE** | | | | | |
| **LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment,** | **Communication with students**<br><br>Element 2.2<br>Element 4.3<br>Element 4.6<br>Element 6.1 | Teacher's explanations are confusing. Oral, visual and written communications contain grammar and syntax errors or vocabulary that may be | Teacher's explanations are clarified after initial confusion, but use of the language and vocabulary may be excessively detailed, limited or inappropriate for the audience's age, background, or level of | Teacher's explanations are clearly stated and the use of language and vocabulary are correct and appropriate for the audience. | Teacher's explanations are clear and anticipate misunderstandings. The use of language is expressive with well- chosen vocabulary. |

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|---|---|---|---|---|---|
| **Standard 6: Collaboration and Communication)**<br><br>Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walkthroughs/informal observations, peer review | | inappropriate or used incorrectly | understanding. | | |
| **EVIDENCE** | | | | | |
| | **Monitoring student understanding**<br><br>Element 3.2<br>Element 3.3 | Teacher's support, interactions, and questioning skills are not effective or are inappropriate to the student and family. The teacher is unable to manage individual or group crisis situations | Teacher's support, interactions, and questions are some-what appropriate to the teacher or behavioral needs of the student/ family and the Teacher is able to manage some crisis (individual/ group) situations effectively | Teacher displays quality support, interactions, and questioning skills to the student/ family based team regarding behavioral needs and is able to manage crisis situations effectively. | Teacher displays a high quality of support, interactions and questioning skills designed to promote student growth and consistently manages crisis situations so that behavioral growth for each student is enhanced. |
| **EVIDENCE** | | | | | |
| | **Student-centered learning**<br><br>Element 3.5<br>Element 4.5<br>Element 4.6<br>Element 5.3<br>Element 5.4 | Teacher is unable to adjust intervention plans, unable to set priorities and unable to provide services given changing constraints. | Teacher attempts to adjust intervention plans, set priorities and provide services in spite of changing constraints, but has limited strategies. | Teacher adjusts intervention plans, sets appropriate priorities and provides quality services in spite of changing constraints.<br><br>The teacher also utilizes multiple strategies. | Teacher demonstrates consistent flexibility in intervention plans and priorities based on student/family needs.<br><br>The teacher is able to provide high quality services in spite of changing constraints and uses an extensive repertoire of strategies. |

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| **EVIDENCE** | | | | | |
| **CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment)**<br><br>Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walkthroughs/informal observations, peer review, student surveys | **Classroom routines and procedures**<br><br>Element 5.5 | Teacher does not consider/determine sources of behavior, does not monitor behavior, responds inappropriately to behavior, does not collaboratively develop strategies for inappropriate behavior and strengths of student, and is unable to manage crisis situations. | Teacher sometimes considers/determines source of behavior, monitors behavior, responds appropriately to behavior, collaboratively develops strategies for inappropriate behavior and strengths of student and manages crisis situations effectively. | Teacher consistently and accurately considers/determines source of behavior, monitors behavior, responds appropriately to behavior, collaborates to develop proactive and management strategies for behavior, with a focus on strengths of student, and manages crisis situations effectively | Teacher consistently and accurately considers/determines source of behavior, monitors behavior, responds appropriately to behavior, collaborates to develop proactive, positive, management strategies for behavior, focuses on strengths of student and manages crisis situations effectively.<br><br>Teacher is actively teaching strategies to student, families and staff. |
| **EVIDENCE** | | | | | |
| | **Classroom climate and cultural competency**<br><br>Element 1.4<br>Element 5.1<br>Element 5.2 | Teacher is not able to identify and communicate specific student needs to education staff, is unable to consult on classroom and program procedures to support individual student needs. | Teacher is sometimes able to identify and communicate specific student needs to education staff, sometimes able to consult on classroom and program procedures to support individual student needs. | Teacher is consistently able to identify and communicate specific student needs to education staff, is able to consistently consult on classroom and program procedures to support individual student needs. | Teacher is consistently able to identify and communicate specific student needs to education staff, is able to consistently consult on classroom and program procedures to support individual student needs, actively works to eliminate program and classroom procedures or education staff philosophy that negatively impacts the student or family. |
| **EVIDENCE** | | | | | |
| **ASSESSMENT OF STUDENT LEARNING** | **Use of assessments** | Teacher's record keeping system demonstrates | Teacher's record keeping is rudimentary and only partially | Teacher's record keeping is accurate and effective in tracking | Teacher's record keeping is highly effective, extremely accurate and can be used |

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|---|---|---|---|---|---|
| **(Standard 1: Students, Standard 3: Assessment)**<br><br>Possible Sources of Evidence: pre-conference, formal observation, classroom walkthroughs/informal observations, assessments, student portfolios, post-conference | Element 3.1<br>Element 3.2<br>Element 3.3<br>Element 3.4 | errors, lack of professional attention, or does not adequately track progress, or meet district, state and federal requirements. | effective in tracking student progress, does not meet professional, district, state and federal requirements. | student progress, and is in compliance with professional, district, state, or federal requirements. | for planning future sessions. Records are in compliance with professional, district, state, or federal requirements. |
| **EVIDENCE** | | | | | |
| | **Evidence of student learning**<br><br>Element 1.3 | Teacher is unable to depict the effectiveness of intervention and support provided; or profoundly misjudges its level of success; or is unable to make suggestions for how the support could be improved. | Teacher has a generally accurate impression of the effectiveness of the intervention and support and can make limited suggestions for how it could be improved. | Teacher clearly describes how the support met its student goals by giving specific examples based on data. Suggestions are made for future intervention and/or support. | Teacher thoughtfully assesses the effectiveness of the support provided with multiple examples; weighs improvement options for the future by suggesting alternative approaches and the likely success of any changes; and seeks and incorporates feedback from other professionals. |
| **EVIDENCE** | | | | | |
| **PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)** | **Communication and collaboration with families**<br><br>Element 6.1<br>Element 6.2 | The teacher does not communicate with students and families. | The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, wellbeing and | The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and | The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute |

| | | | | | |
|---|---|---|---|---|---|
| Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review | | | development | development. | to each student's learning, well-being and development |
| **EVIDENCE** | | | | | |
| | **Communication and collaboration with colleagues**<br><br>Element 6.3 | The teacher does not communicate and/or collaborate with colleagues. | The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice. | The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice. | The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession. |
| **EVIDENCE** | | | | | |
| | **District policies and professional responsibilities**<br><br>Element 7.1 | The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level. |
| **EVIDENCE** | | | | | |

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|---|---|---|---|---|---|
| | **Professional learning**<br><br>Element 7.2<br>Element 7.3 | The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals. | The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals. | The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals. | The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices. |
| **EVIDENCE** | | | | | |

## Appendix N: Social Services Coordinator Evaluation

### Port Clinton City Schools

Name: Title: Social Services Coordinator Evaluation

Date:

Scale:
4=Consistently Exceeds the Expectations of the School District
3=Meets the Expectations of the School District
2=Usually Meets the Expectations of the School District but Could Improve
1=Fails to Meet the Expectations of the School District and Must Improve
NA=Not appropriate for this person

Essential Functions:

1. Coordinates the district's violence substance abuse prevention & mental health programs.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

| Comments: |
|---|

2. Schedules and coordinates support groups based on student needs throughout the school year.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

| Comments: |
|---|

3. Document students with suspected drug, alcohol or mental health issues.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

| Comments: |
|---|

4. Maintains visibility in the school. Promotes a favorable image of the school district. Encourages community partnerships that enhance district programs and services.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

5. Initiates and coordinates in-service programs for school personnel on substance abuse and mental health related topics.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

6. Maintains an information program to keep parents and the community informed about district programs. Coordinates leadership training for student and adult volunteers. Serves as a consultant to community organizations.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

7. Provides information to help students develop a clear understanding of community standards, facts about violence, drugs, and respect for law. Helps teach students to recognize proactive problem resolution strategies, positive friendships and healthy social activities.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

8. Helps students and staff identify drug-related problems, violence, and mental health issues.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

| Comments: |
|---|

9. Provides confidential ways for students and staff to seek professional assistance.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

| Comments: |
|---|

10. Provides guidance, communicates high expectations, and shows an active interest in student progress. Promotes academic success as an important priority for all students.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

| Comments: |
|---|

11. Encourages a positive atmosphere for students by encouraging and helping students come up with a resolution, does great things for others by thinking team, not self, and avoids blaming, complaining, defending by being solution-focused.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

| Comments: |
|---|

12. Maintains high standards and upholds the student code of conduct.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

13. Respects personal privacy. Maintains the confidentiality of privileged information.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

14. Ensures that information shared on a need to know basis with building staff regarding student substance abuse, treatment, or other concerns remains confidential. Fosters a high degree of cooperation and collaboration with counselors and the school nurse.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

15. Provides mediation opportunities to students to resolve issues/conflicts constructively and promote problem solving skills

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

16. Work with student services team to help identify and develop plans for children at risk of dropping out, delinquency issues, behavior contracts, attendance concerns, and mental health concerns.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

17. Promote and respond to the social, emotional, behavioral health and mental wellness needs for all students, identify and address problems before they escalate or become chronic, and provide data-driven services.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

18. Participate as a member of the Ottawa County Crisis Response Team.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

19. Educate teachers, administrators, parents/guardians, and community stakeholders about the mental health concerns of students.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

20. Advocate, collaborate and coordinate with school and community stakeholders to ensure that students and their families have access to social and mental health services.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

21. Develops and implements programs and procedures to help freshmen and new students get acclimated to the high school and adjusted to the new setting.

- ❑ 4
- ❑ 3
- ❑ 2
- ❑ 1
- ❑ NA

Comments:

Supervisor's Comments:

Employee's Comments:

Evaluator's Signature:_____ Date:_____

Employee's Signature:_____ Date: _____

The employee's signature indicates they have received a copy of this evaluation and it has been discussed with them. It does not mean that they necessarily agree with its content.

## Development Plan

*It is recommended that a Development Plan be written for every task on which an employee received a "1" on their evaluation. A Development Plan might also be written for any duty which an employee consistently receives a "2" or on an item where the employee asks for help to improve.*

A. Objective:

Suggested Activities:

Method of Assessment:

B. Objective:

Suggested Activities:

Method of Assessment:

C. Objective:

Suggested Activities:

Method of Assessment:

D. Objective:

Suggested Activities:

Method of Assessment:

Evaluator's Signature:_____ Date:_____

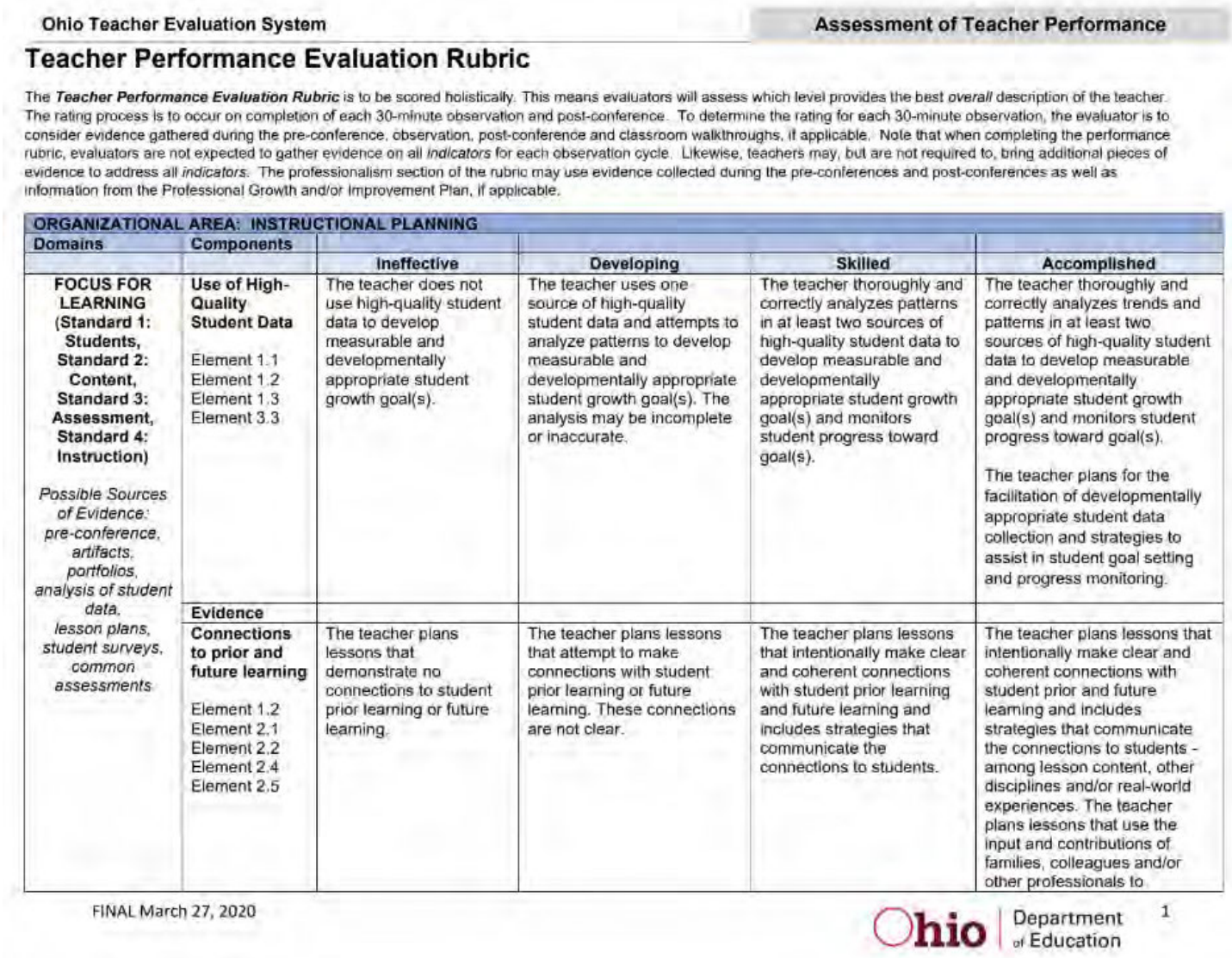
Employee's Signature:_____ Date: _____

## Appendix O: Department Chair Evaluation

### Department Chair Evaluation Rubric 2024

| Department Chair Criteria | Yes | No |
|---|---|---|
| Attend meeting at the start of the school year with Kelly. | | |
| Set a goal with their department or grade level and checked in on it. | | |
| Share department or grade level minute reports with their team, principal, and Kelly. | | |
| Submit the dates for the meetings at the start of the school year to the team, Kelly, and the Principal. | | |
| Submit all Curriculum Orders to Kelly by May 1st for the following school year. | | |
| Hold at least 3 meetings (beginning, middle, and end of the year). These can be during enrichment time. | | |
| Involve all members of their team in meetings, communication support, and advocacy. | | |
| Live and encourage our BBO and Culture Playbook. | | |
| Support and add to our DLT Core 4 as a team. | | |
| Regularly update documents in the "We Are PC" Google Drive Folder for each course. Grade, subject as you see fit to help colleagues, new teachers, and students.. (Keep it simple: what do we use, what do we do, when do we do it.) | | |
| Check out with Kelly at the end of the year in a short one-on-one and provide a summary of the year, and needs for the upcoming year. | | |
| At the start of the new school year, check-in ordered supplies for the department and distribute. | | |

# Appendix P: Speech Teacher Evaluation



Ohio Teacher Evaluation System

Assessment of Teacher Performance

## Teacher Performance Evaluation Rubric

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

| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)**<br><br>*Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments* | **Use of High-Quality Student Data**<br><br>Element 1.1<br>Element 1.2<br>Element 1.3<br>Element 3.3 | The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s). | The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate. | The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). | The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).<br><br>The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring. |
| | **Evidence** | | | | |
| | **Connections to prior and future learning**<br><br>Element 1.2<br>Element 2.1<br>Element 2.2<br>Element 2.4<br>Element 2.5 | The teacher plans lessons that demonstrate no connections to student prior learning or future learning. | The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear. | The teacher plans lessons that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students. | The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to |

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| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | | | | | understand each student's prior knowledge while supporting the student's development. |
| | **Evidence** | | | | |
| | **Connections to state standards and district priorities**<br><br>Element 2.3<br>Element 4.1<br>Element 4.7 | The teacher's instructional plan does not reference Ohio's Learning Standards. | The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards. | The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. | The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.<br><br>The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum. |
| | **Evidence** | | | | |
| **KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)** | **Planning instruction for the whole child**<br><br>Element 1.2<br>Element 1.4<br>Element 1.5<br>Element 4.2<br>Element 4.4 | The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds. | The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds. | The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests. | The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The |

| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| *Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys* | Element 6.4 | | | | instructional plan draws upon input from school professionals and outside resources. |
| | **Evidence** | | | | |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication)**<br><br>*Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review* | **Communication with students**<br><br>Element 2.2<br>Element 4.3<br>Element 4.6<br>Element 6.1 | The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used. | The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals. | The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students. | The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques. |
| | | The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement. | The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson. | The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking. | The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions. |
| | | The teacher does not give students feedback. | Feedback to students is general, occasional or | The teacher gives students substantive, specific and | The teacher gives students substantive, specific and timely feedback to support individual |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | | | limited and may not always support student learning. | timely feedback to support their learning. | student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges. |
| | **Evidence** | | | | |
| | **Monitoring student understanding**<br><br>Element 3.2<br>Element 3.3 | The teacher fails to monitor and address student confusion and misconceptions. | The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions. | The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges. | The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges. |
| | **Evidence** | | | | |
| **LESSON DELIVERY** *(continued)* | **Student-centered learning**<br><br>Element 3.5<br>Element 4.5<br>Element 4.6<br>Element 5.3<br>Element 5.4 | Learning is entirely teacher directed. Students are not participating in learning activities.<br><br>There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated | Learning is primarily teacher directed. Students participate in whole class learning activities.<br><br>There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources. | Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.<br><br>Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students. | Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning.<br><br>Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
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| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | | instructional strategies or resources. | | | make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students. |
| | **Evidence** | | | | |

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

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
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| **DOMAINS** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | | | sense of well-being but does not address them effectively. | positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. | anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued. |
| | **Evidence** | | | | |
| **ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)**<br><br>*Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference* | **Use of assessments**<br><br>Element 3.1<br>Element 3.2<br>Element 3.3<br>Element 3.4 | The teacher does not use varied assessments.<br><br>The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.<br><br>The teacher does not share evidence of student learning with students. | The teacher makes limited use of varied assessments.<br><br>The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.<br><br>The teacher shares evidence of student learning with students. | The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.<br><br>The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.<br><br>The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs. | The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.<br><br>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.<br><br>The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs. |
| | **Evidence** | | | | |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
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| **DOMAINS** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | **Evidence of student learning**<br><br>Element 1.3 | The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students. | The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students. |
| | **Evidence** | | | | |

| ORGANIZATIONAL AREA: PROFESSIONALISM | | | | | |
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| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)**<br><br>*Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review* | **Communication and collaboration with families**<br><br>Element 6.1<br>Element 6.2 | The teacher does not communicate with students and families. | The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development. | The teacher uses effective and appropnate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development. | The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development. |
| | **Evidence** | | | | |
| | **Communication and collaboration with colleagues**<br><br>Element 6.3 | The teacher does not communicate and/or collaborate with colleagues. | The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice. | The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice. | The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession. |
| | **Evidence** | | | | |

| ORGANIZATIONAL AREA: PROFESSIONALISM | | | | | |
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| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | **District policies and professional responsibilities**<br><br>Element 7.1 | The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. | The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.<br><br>The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level. |
| | **Evidence** | | | | |
| | **Professional learning**<br><br>Element 7.2<br>Element 7.3 | The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals. | The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals. | The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals. | The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices. |
| | **Evidence** | | | | |