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COLLECTIVE BARGAINING AGREEMENT

between the

MAPLETON TEACHERS' ASSOCIATION

and the

MAPLETON LOCAL SCHOOL DISTRICT BOARD OF EDUCATION

July 1, 2024 through June 30, 2027

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This Agreement is entered into by and between the Board of Education of the Mapleton Local School District (hereinafter, the "Board") and the Mapleton Teachers' Association (hereinafter, the "Association").

ARTICLE I – RECOGNITION

A. The Board is the locally elected body charged with the final responsibility of establishing policies for the Mapleton Local School District. The establishment of said policies shall be in accordance with law and shall not conflict with the terms and conditions of this Agreement.

B. Recognition

1. The Board recognizes the Mapleton Teachers' Association, an OEA/NEA affiliate, hereinafter called the "Association" as the sole and exclusive bargaining representative for all members of the bargaining unit. The bargaining unit shall include all teachers (hereinafter, the bargaining unit members) who are employed by the Board, including those teachers who are part-time, on an approved leave of absence, or in a lay off status, as a result of a reduction in force, except for the following:

   a. Management level employees
   b. Supervisors
   c. Seasonal and casual employees
   d. Tutors
   e. Substitutes who work less than sixty (60) days in the same position.

2. Definitions with regard to Recognition and the bargaining unit shall be in accordance with ORC 4117.

3. Recognition shall continue until such time that the Association is replaced by another employee organization in accordance with the provisions of O.R.C. 4117. For the duration of this recognition the Board agrees not to recognize, extend organizational rights, nor bargain with any other organization of teachers.

ARTICLE II – NEGOTIATIONS PROCEDURE

A. Principles

1. This negotiation procedure is a commitment between the Board and the Association to reach mutual agreement regarding the items to be included in the Master Agreement.

2. All negotiations shall be conducted in "good faith" and with the recognition that negotiations is a shared process including the following:

   a. Each team shall come to the table with the intention of reaching mutual agreement, not of dogmatically pursuing preconceived positions. This involves reacting to the other team's proposals and counterproposals with good and sufficient reasons based on the best information available.

B. Scope of Negotiations

The Board and the Association agree that the scope of negotiations shall include all matters with respect to:

1. Wages.

2. Hours.

3. Terms and conditions of employment.

4. The continuation, modification, or deletion of an existing provision of a collective bargaining agreement.

C. Negotiation Teams

1. The Board or its representative(s) will meet with the representatives designated by the Association for the purpose of discussion and reaching satisfactory agreements. All negotiations shall be conducted between said representative teams exclusively. Representatives named shall be solely at the discretion of the respective party.

2. Not more than three (3) members from each negotiation team shall participate in any one (1) negotiation session; however, each team shall be permitted to have two (2) observers at each negotiation session. These observers shall be without the right to speak or to participate verbally in the proceedings.

3. The negotiation teams may call upon professional and lay consultants (other than the designated team members) to assist in all negotiations. One (1) such consultant shall be entitled to attend bargaining session(s) and shall be allowed to speak with regard to their area(s) of expertise. The expense of such consultants shall be borne by the party requesting them.

D. Negotiations Procedure

1. Either the Board or the Association may cause negotiations for a new agreement to commence by giving written notification to the other party that it desires to open negotiations for the purpose of making modification(s) to the existing

Collective Bargaining Agreement. Such notice by the Association shall be served on the Superintendent of Schools and notice by the Board shall be served on the President of the Association.

2. The collective bargaining process for a successor agreement shall commence no more than one hundred twenty (120) nor less than ninety (90) calendar days prior to the expiration date of the existing Collective Bargaining Agreement and shall be at a mutually acceptable time within ten (10) days of the date that the initiating notice was served.

3. At the initial meeting the parties shall submit, in writing, their proposals and, thereafter, additional items shall not be submitted by either party unless the other party consents thereto. Proposals shall specify in form and detail that to which agreement is sought in terms acceptable to the proponent without clarification and supplementation, which if agreed to by the other party shall express the full agreement between the parties with respect thereto.

4. All meetings shall be conducted in executive session on other than school time and shall not normally exceed three (3) hours unless an extension of such time is agreed to between the parties.

5. At the conclusion of each negotiation session, a time and place for the next session shall be mutually set.

6. Following the initial meeting, such additional meetings shall be held as the teams may require to reach an agreement or to declare impasse.

7. Prior to and during negotiations, the Board agrees to provide to the Association, upon written request, and within a reasonable period of time, essential information concerning the financial resources of the school district and such other information as may assist the Association to develop intelligent and accurate proposals.

8. During a negotiations session, either team may call for a caucus as needed. Such caucus shall not exceed thirty (30) minutes each.

9. Either team may adjourn any meeting when it appears that meaningful progress cannot be made.

10. While negotiations are in progress, there shall be no media news releases, but either team may make progress reports to its organization or board.

11. During a negotiations session, items submitted may be tabled or temporarily set aside, if both parties agree. These tabled items shall receive first consideration at the next scheduled negotiations session.

E. Agreement

1. As tentative agreement is reached on each section, it shall be reduced to writing and initialed by the official spokesperson of each team.

2. When tentative agreement has been reached on all items to be negotiated, the proposed agreement shall be submitted to the Association for ratification first and then to the Board for final approval. The Board shall make said adoption or rejection at the earliest possible time, but in no case more than ten (10) days, after notification by the Association that the tentative agreement has been ratified unless mitigating circumstances exist which are beyond the control of the Board.

3. When approved by both parties, the new agreement shall constitute the Collective Bargaining Agreement and shall be binding on both parties.

F. Impasse – Mediation

1. If in the course of negotiations of at least forty-five (45) calendar days, either or both of the parties determine that an impasse exists (persistent disagreement) on items not tentatively agreed upon a mediator shall be requested from the Federal Mediation and Conciliation Service (FMCS).

2. A declaration of impasse shall be in writing and shall be delivered to the Superintendent of Schools if the impasse is initiated by the Association. The written declaration of impasse shall be delivered to the President of the Association if initiated by the Board. Within five (5) school days, or seven (7) calendar days if during the summer recess, of the declaration of impasse, a joint request will be made to the Federal Mediation and Conciliation Service (FMCS).

3. In the event the parties are unable to reach agreement ten (10) days prior to the expiration of the existing Agreement, then the Association shall have the right to proceed in accordance with Section 4117.14(D)(2) and Section 4117.18(C) of the Ohio Revised Code, such right being modified by future changes, if any, to the Ohio Revised Code.

ARTICLE III – GRIEVANCE PROCEDURE

A. Definitions

1. A "grievance" is a claim by the Association or a member of the Bargaining unit that a dispute or disagreement exists involving the interpretation or application of the terms of the Collective Bargaining Agreement. Any grievance advanced to the Formal Procedures shall state specifically the article(s) that has allegedly been violated.

2. An "Association Representative" is a member of the Association or a person designated by the Executive Committee of the Association.

3. A "day" shall be interpreted to mean a "school day" throughout this entire Collective Bargaining Agreement unless specifically otherwise defined.

4. A "teacher" shall be defined as any member of the bargaining unit.

5. "Grievant" shall mean the association or a bargaining unit member.

B. Informal Grievance Procedure

1. The grievance procedure must be initiated within twenty (20) calendar days, excluding scheduled vacation days and calamity days, from the time the grievant knew or should have known of the alleged grievance.

2. A teacher with a grievance shall initiate this grievance procedure in one of the following ways:

   a. The teacher may present the grievance to his/her immediate supervisor and discuss the matter in his/her own behalf; or

   b. He/she may request that a representative of the Association accompany him/her in presenting the grievance, and the representative may speak on behalf of the grievant, if desired by the grievant. The immediate supervisor shall not initiate a consultation related to the grievance with the grievant prior to the scheduled meeting.

3. If, during the course of the informal meeting the grievant so desires, he/she may request in writing that the administrator submit his/her decision to the grievant in writing. This written decision shall be rendered within five (5) calendar days following the informal meeting.

C. Formal Grievance Procedure -- Level One

1. In the event that a grievance is not satisfactorily resolved at the Informal Grievance Procedure (B):

   a. The Association Grievance Committee will determine whether it believes the grievance merits further consideration. If so, the Committee will notify the Superintendent or other designated representative in writing of its intention to pursue the grievance further; or,

   b. In the event that the Association Grievance Committee does not wish to pursue the grievance further, the grievant may pursue the grievance by following the normal procedures.

2. Regardless of whether the Association or the grievant pursues the formal grievance, written intent must be received by the Superintendent or other designated representative within seven (7) calendar days after the date of the Informal meeting.

3. Once the formal grievance has been filed, a meeting will be held between the grievant and the Superintendent or other designated representatives within fourteen (14) calendar days of the date the Informal meeting was held.

   a. The grievant shall be in attendance with appropriate documentation to support the grievance.

   b. Witnesses may be called to testify.

   c. The administrative decision shall be given in writing to the chairperson of the Association Grievance Committee and the member, if such member is the grievant within seven (7) calendar days after the completion of this meeting.

D. Formal Grievance Procedure -- Level Two

1. If the grievance is not resolved at Level One, it may be appealed to the Board by filing written notice with the Superintendent within ten (10) calendar days of the date the written decision at Level One. The written notice of intent to appeal shall state the basis for the appeal.

2. The Board shall meet within fourteen (14) calendar days following receipt of such notice to hear the appeal. Such meeting shall be in executive session.

3. The Board shall submit a written decision on the appeal to the Chairperson of the Association Grievance Committee and the grievant, within ten (10) calendar days after the Board meeting.

E. Formal Grievance Procedure -- Level Three

1. If the grievance is not resolved at Level Two, the Association only may request that the grievance be submitted to arbitration.

2. The request for arbitration shall be in writing to the Superintendent within fourteen (14) calendar days after the date of the written disposition at Level Two.

3. Within seven (7) calendar days after receipt of the request for arbitration by the Superintendent, the Superintendent or his/her designated representative and the Association or its designated representative shall petition the American Arbitration Association to provide a list of nine (9) arbitrators in accordance with

its Voluntary Labor Arbitration Rules. Selection of the arbitrator shall, likewise, be in accordance with such rules.

4. Once the arbitrator has been selected, he/she shall conduct a hearing as soon as mutually agreeable on the grievance in accordance with the rules of the American Arbitration Association.

   a. As soon as possible after the arbitration hearing, the arbitrator shall submit his/her written decision. It shall set forth his/her findings of fact, reasoning, and conclusion on the issue(s) submitted. The arbitrator's decision will be binding. The arbitrator does not have the authority to amend, add to, subtract from, nor modify the terms and conditions of the Agreement.

   b. The cost of the arbitrator will be paid by the Board if the decision is in favor of the grievant. If the decision is in favor of the Board, the Association or the grievant will pay the costs. If the decision favors both sides, the cost of arbitration will be divided equally between both parties.

F. Additional Provisions and Procedures

1. A grievance which affects a group of members or the Association may be submitted in writing by the Association. If a grievance appears to arise from the actions of an authority higher than the immediate supervisor and/or affects a group of members or the Association, it may be submitted at Level Two described herein.

2. All documents, forms, communications, and records dealing with any level of the procession of a grievance shall be filed separately from the personnel file(s) of the participant(s).

3. At any level of the grievance procedure, either party may call witnesses and present data to support their position concerning the grievance. However, the costs, if any, shall be borne by the party they represent.

4. The failure at any level or step of the procedure of the administrator or the Board to communicate a decision called for in writing on a grievance within the specified time limits shall cause the grievance to be automatically advanced to the next step of the procedure. The grievant will be informed in writing, within five (5) days, that the grievance has been advanced.

5. The time limits provided for in this grievance procedure shall be strictly observed, but may be extended by written agreement of both parties.

6. The failure at any level or step of this procedure of the Association or the grievant to appeal a grievance to the next level within the specified time limits shall be deemed to be an acceptance of the decision rendered at that level.

7. Reasonable efforts shall be made to process grievances and to resolve them at times other than the regularly scheduled working day of the grievant. If a grievance hearing must be held during the regular scheduled workday, the grievant shall suffer no loss in pay.

8. The grievant may be represented at any or all levels of the grievance procedure by a representative of the Association.

9. No grievance may be submitted to arbitration without the consent of the Association.

10. A grievant shall have the right to present a claim in accordance with the procedure described herein, free from interference, coercion, restraint, discrimination, or reprisal, except that it shall be subject to the right of the Association to be present at all hearings, to offer testimony, and to receive a copy of the written dispositions at each level. The adjustment of a grievance(s) shall not be inconsistent with the terms and conditions of this contract.

ARTICLE IV – ASSOCIATION RIGHTS

A. Information Concerning Board Meetings

1. At least twenty-four (24) hours prior to each regular Board meeting, the Board shall make available to the Association a copy of the following:

   a. The Official Agenda.

   b. The unapproved minutes of the prior Board meeting.

   c. The monthly financial report, upon request by e-mail delivery.

B. Board Meeting Participation

The Board shall allow the Association representative a reasonable period of time to speak during the time reserved for public participation at Board Meetings.

C. Directory Information

Upon request, the Board shall provide the names, addresses, and teaching assignments of the members, except that no such request shall be honored after receipt of a ten (10) day notice of intent to strike, or during the term of a strike, said exception stated above shall

not in any way effect the Association's right to any and all public documents. The District shall provide the following bargaining unit member information, in an electronic format compatible with Microsoft Excel, to the Association President no later than October 30 of each school year and within twenty (20) days of any change in information. Information for newly-hired bargaining unit members will be provided within five (5) days of employment:

- Name
- Home address
- Work site
- Grade level and/or assignment
- Date of hire
- Seniority date
- Full time equivalent (FTE) status
- Employment Status (e.g., limited contract, continuing contract)
- Type of Credentials (e.g., provisional, professional, permanent)
- An indication of whether the bargaining unit member is participating in payroll deduction of Association dues

D. Mailing Privileges

The use of school mail boxes, the use of other facilities where mail is received, the use of the Employer's mail and email distribution systems, a specified bulletin board in each building, and the use of each school intercom other than during the hours school is in session shall be provided by the Board for Association business.

E. Teacher Orientation Meetings

During orientation meetings, the Board shall allow the Association representative to address the staff for the exclusive purpose of soliciting membership and explaining services offered by the Association. The District shall provide an annual orientation for all newly-hired bargaining unit members to take place within seven (7) calendar days of the first day of classes, except when no new bargaining unit members are commencing employment at the start of a school year. Any bargaining unit members hired after the start of the school year shall be provided an in-person orientation within twenty-one (21) calendar days of the date of hire. New bargaining unit members shall be paid his/her hourly rate of pay for all time spent in an orientation that is held outside the member's contract day and/or year. The District shall provide written notice, to the Association President and Vice-President, of the date, time, and location of all bargaining unit member orientations not less than ten (10) calendar days prior to any orientation meeting.

F. Use of School Buildings

The Association shall have the right to use school buildings for Association meetings after the teacher workday. The Association shall give the building principals reasonable notice of its desire to use a particular building for a meeting. A meeting room shall be

provided for the Association unless the facility has been previously scheduled for another school function.

The Board may charge the Association for any custodial overtime or security service required if the Association meeting is to occur during a time when the building is normally closed. The amount of said fee shall be indicated at the time the facility is contracted for by the Association.

G. Transaction of Association Business

1. Duly authorized representatives of the Association, NCOEA, OEA, and/or NEA may transact Association business on school property at any time provided, however, that no such business shall be conducted at a time that will interfere with the student educational program.

2. Any bargaining unit member shall have the right to representation provided by a person or persons of his/her choice at any meeting with the administration or an administrative representative where the subject of the meeting can reasonably be assumed to be discipline of the bargaining unit member or continuation of the employment of the bargaining unit member. Upon the request of the member such meeting will be delayed until such representation can be present; however, such delay should normally not exceed fourteen (14) calendar days.

H. Use of School Equipment

Before or after the teacher workday, the Association may use school telephones, computers, copy machines, and audio-visual equipment provided that they are not being used or are not required for any school business or activity. The Association shall be responsible for actual Board cost of material and services.

I. Association Leave

A maximum of two (2) Association officers and/or delegates who request leave to attend meetings of regional, state or National representative assemblies, other state association meetings or other association business shall be granted a maximum of four (4) total leave days per year. The Board shall not pay any expenses of Association members including the expense of substitutes necessary to fill the vacancies for those members taking leave.

J. Association Inservice

The Board shall provide the Association the equivalent of one-half (1/2) of a regular school day for an Association In-Service activity on a date and time and at a place approved by the Superintendent, one time during the school year. The Association shall provide the Superintendent with an advance written request for such a meeting to allow for the planning and to provide for any adjustments in the school schedule.

The In-Service shall be scheduled so that it will not interfere with the minimum student day as prescribed by the state minimum standards.

K. Right to Fair Share

Should the *Janus v. AFSCME* decision be reversed in the future, the provisions which appeared in the 2018-2021 MTA Agreement shall become operable to the extent such provisions are consistent with any United States Supreme Court decision, federal law, or other legal action without the need for the parties to negotiate.

ARTICLE V -- TEACHERS' RIGHTS

A. Teachers' Rights Under Law Not Abridged

Existing rights guaranteed by law to members of the bargaining unit (hereinafter, the member or the members) shall not be limited by this agreement. Where applicable this agreement may raise standards above specified state minimums. However, this paragraph shall not pertain to, abrogate not supercede the Teacher Evaluation Procedures contained in this Collective Bargaining Agreement.

B. Academic Freedom

Members shall have academic freedom. Such freedom shall be exercised within the bounds of general standards of professional responsibility and shall not prohibit consultation and direction by Board representatives.

C. Teacher Evaluation

1. Evaluation Procedure Defined

The evaluation procedure established in this Agreement conforms to the framework for the evaluation of teachers developed pursuant to Sections 3319.111 and 3319.112 of the Ohio Revised Code.

2. Purpose

The purposes of teacher evaluation are:

a. To assess teacher effectiveness by using appropriate appraisal procedures.

b. To serve as a tool to advance the professional development of teachers.

c. To inform instruction.

d. Identify and document observed teacher competencies.

e. Facilitate teacher/evaluator communication.

f. Identify areas for improvement and positive assistance.

g. To assist teachers in remedying identified needs.

h. To provide an information source for consideration in administrative decisions regarding the promotion and retention decisions for teachers.

3. Criteria for Performance Assessment

a. Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based on teacher performance.

b. Each teacher evaluation will result in an effectiveness rating of:

1) Accomplished;

2) Skilled;

3) Developing; or

4) Ineffective.

4. Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as "classroom walkthroughs." Such performance, which will comprise a percentage in accordance with Ohio law of a teacher's effectiveness rating, will be assessed through a holistic process by trained and credentialed evaluators. Forms utilized for Teacher performance in the evaluation process will be consistent with current OTES documents.

a. Self-Assessment Summary Form (Appendix 2)

b. Professional Growth Plan Form (Appendix 3)

c. Teacher Performance Evaluation Rubric (Appendix 4)

d. Final Holistic Rating of Teacher Effectiveness (Appendix 5)
(Full Evaluation Form and Accomplished or Skilled Carry Forward Form [use one or the other])

e. Improvement Plan Form (Appendix 6)

f. Walkthroughs/Informal Observations Form (Appendix 7) (General Form)

5. Documented Walkthroughs

a. The walkthrough shall be at least five (5) consecutive minutes, but not more than thirty (30) consecutive minutes, and shall not constitute a formal observation.

b. Data gathered from a documented walkthrough must be documented and entered into OhioES, the evaluator's notes and the completed form will be supplied to the teacher within three (3) school days of the walkthrough.

c. Only documented walkthroughs will be used for evaluation purposes. The check sheet portion of the walkthrough form will be filled out during the observation and shall include notes from the evaluator related to the walkthrough.

d. At least one (1) documented walkthrough shall occur before the pre-conference preceding any observation.

6. Procedures for Evaluations

a. Full Evaluation Cycle

1) The following teachers shall be subject to a full evaluation cycle:

a) teachers in the final year of limited contract;

b) teachers in the first year of a new job assignment;

c) teachers in the final year of an off-cycle following a final holistic teacher effectiveness rating of Skilled or Accomplished;

d) teachers having received a rating of Developing or Ineffective on their most recent and final holistic teacher effectiveness rating; and

e) teachers on an improvement plan.

2) The first observation cycle will include at least one (1) formal holistic observation, one (1) documented walkthrough, and must be completed on or before December 20th. The second observation cycle, if applicable, will include at least one (1) formal

focused observation, one (1) documented walkthrough, and must be completed on or before May 1.

b. Off-Cycle Evaluation

1) The Board shall evaluate each teacher who received a final holistic teacher effectiveness rating of "Accomplished" on the teacher's most recent evaluation once every three (3) school years, so long as the teacher submits a self-directed professional growth plan to the evaluator that focuses on specific areas identified in the observations and evaluation, and the evaluator determines that the teacher is making progress on the plan.

2) The Board shall evaluate each teacher who received a final holistic teacher effectiveness rating of "Skilled" on the teacher's most recent evaluation once every two (2) years, so long as the teacher and evaluator jointly develop a professional growth plan for the teacher that focuses on specific areas identified in the observations and evaluation, and the evaluator determines that the teacher is making progress on that plan.

3) An off-cycle evaluation shall include a formal focused observation, with at least one (1) documented walkthrough, and shall be completed by December 20.

c. The Board may elect not to conduct evaluations of teachers who:

1) were on leave from the District for fifty percent (50%) or more of the school year, as calculated by the Board;

2) submitted notice of retirement that was accepted by the Board not later than December 1 of the school year in which the evaluation is otherwise scheduled to be conducted.

3) are participating in a teacher residency program under R.C. 3319.223 for the year during which that teacher takes, for the first time, at least half of the performance-based assessment prescribed by the State Board of Education for resident educators.

d. The Board shall require at least three (3) formal observations of each teacher who is under consideration for nonrenewal and with whom the Board has entered into a limited contract or an extended limited contract under R.C. 3319.11.

7. Formal Holistic Observations

a. All formal holistic observations shall be preceded by a face-to-face pre-conference between the evaluator and the teacher in order for the teacher to explain plans and objectives for the work situation to be observed. Teachers will be provided a list of potential pre-conference questions prior to the scheduled conference, but no later than three (3) days prior to the pre-conference. Written answers to the pre-conference questions are not required to be provided to the evaluator at the pre-conference. The pre-conference shall be held no more than three (3) workdays prior to the formal holistic observation.

b. Formal holistic observations shall be for a duration of at least thirty (30) consecutive minutes.

c. Within six (6) workdays of each formal holistic observation, the evaluator shall provide the bargaining unit member with a scored Teacher Performance Evaluation Rubric form (Appendix 4) and the evaluator shall meet with the teacher to discuss the observation within two (2) workdays of providing the scored Teacher Performance Rubric. Any evidence provided by the bargaining unit member at the post-conference shall be considered and included in the scored rubric within one (1) workday of the post-conference. The goal of the post-conference shall be to determine two (2) focus areas for teacher growth.

d. Traveling teachers will be observed and evaluated in their home buildings.

e. The evaluator will not use tape recording devices, public address, or visual recording systems and similar devices for observing the work performance of a bargaining unit member without the knowledge of and mutual agreement of the teacher and evaluator.

f. Formal holistic observations will not be conducted on the day before or after Winter break, on the day after an absence due to an extended illness of more than five (5) workdays, on staff development release time days, or on elementary party days.

g. Formal holistic observations will include all domains on the Teacher Performance Evaluation Rubric.

h. The formal holistic observations shall be completed by December 20th.

i. In any year that a teacher is not being evaluated as a result of having been most recently rated Accomplished or Skilled, the teacher will still receive at least one (1) observation.

8. Formal Focused Observation

a. The formal focused observation shall be based on the two (2) focus areas determined at the formal holistic observation post-conference. Those two (2) focus areas shall be the only sections of the Teacher Performance Evaluation Rubric that will be evaluated.

b. Formal focused observations shall be for a duration of at least thirty (30) consecutive minutes.

c. All formal focused observations shall be preceded by a pre-conference between the evaluator and the teacher, which shall be held no more than three (3) workdays prior to the formal focused observation. Teachers will be provided a list of potential pre-conference questions prior to the scheduled conference, but no later than three (3) days prior to the pre-conference. Written answers to the pre-conference questions are not required to be provided to the evaluator at the pre-conference.

d. Within six (6) workdays of each formal focused observation, the evaluator shall provide the bargaining unit member with a scored Teacher Performance Evaluation Rubric form and the evaluator shall meet with the teacher for a post-conference to discuss the observation within two (2) workdays of providing the scored Teacher Performance Evaluation Rubric. Any additional evidence provided by the bargaining unit member at the post-conference shall be considered and included in the scored Teacher Performance Evaluation Rubric within one (1) workday by the evaluator.

e. The formal focused observation shall be completed by May 1st.

9. Other Evidence of Teacher Performance

Teacher performance ratings may also be based on observable or documented evidence provided by either the evaluator or the teacher. However, such evidence must be presented during either the pre-conference or post-conference, and both the teacher and the evaluator must be provided the opportunity to respond, refute, or expand upon the submitted evidence, which may be included as part of the evaluation.

10. High Quality Student Data (HQSD)

a. When using measures of student performance as evidence in a teacher's evaluation, those measures shall be high quality student data ("HQSD") as defined by the State Board of Education. At least two (2) measures of HQSD will be used to provide evidence of student learning attributable to the teacher being evaluated. When applicable to the level or subject area

taught by the teacher, HQSD shall include the value-added progress dimension established under R.C. 3302.021, but the teacher or evaluator shall use at least one (1) other measure of HQSD to demonstrate student learning.

b. In accordance with guidance issued by the Ohio Department of Education, HQSD may be used as evidence in any component of the evaluation related to the following:

(i) Knowledge of the students to whom the teacher provides instruction;

(ii) The teacher's use of differentiated instructional practices based on the needs or abilities of individual students;

(iii) Assessment of student learning;

(iv) The teacher's use of assessment data; and

(v) Professional responsibility and growth.

c. Shared attribution of student performance data among all teachers in the District, or by building, grade, content area, or other group, is prohibited. The use of student learning objectives is prohibited.

d. Teachers may be required to provide their own sources of HQSD. Sources of teacher-created HQSD must be approved by the teacher's evaluator. If a dispute over the approval of teacher-created HQSD occurs between the teacher and the evaluator, the HQSD committee will be convened to resolve the dispute.

e. The Board shall attempt to provide at least one (1) method of gathering HQSD. However, it is expressly acknowledged that this may not be possible for all teachers in all subject areas and grade levels.

11. Final Holistic Rating of Teacher Effectiveness

a. Each teacher's performance rating shall be based on evidence collected from the formal holistic observation, the formal focused observation, documented walkthroughs, and other observable or documented evidence provided by either the evaluator or the teacher to produce the final holistic rating of teacher effectiveness, resulting in a designation of Accomplished, Skilled, Developing, or Ineffective.

The final holistic rating of teacher effectiveness shall not be less than one (1) category below the formal focused observation rating obtained by the

teacher if he/she was on a full evaluation cycle. The final holistic rating shall include at least one (1) area of refinement and one (1) area of reinforcement. A meeting to discuss the final holistic rating of teacher effectiveness assigned to a teacher will be held between the teacher and the evaluator before May 10th.

b. A copy of the final holistic rating of teacher effectiveness will be given to the teacher at least two (2) workdays prior to the evaluation conference. Observations of limited contract teachers must be completed by May 1st. The evaluating administrator will schedule the meeting to discuss the final holistic rating of teacher effectiveness assigned to a teacher within fifteen (15) workdays of the final observation but no later than May 10th. This timeline will be extended if the bargaining unit member or evaluator is absent.

c. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report.

d. A teacher shall have the right and opportunity to submit a written statement for attachment to the written evaluation placed in the member's personnel file.

12. Professional Growth Plan

a. Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice. A professional growth plan shall be completed by all teachers who are not assigned an Improvement Plan.

b. Teachers rated Accomplished will develop a professional growth plan and will choose their credentialed evaluator from within their building. Professional growth plans must be submitted to the chosen credentialed evaluator by the end of the school year and reflect goals for the upcoming evaluation cycle.

c. Teachers rated Skilled or Developing will develop a professional growth plan collaboratively with the credentialed evaluator. Professional growth plan goals will be developed at the Final Holistic Conference and reflect goals for the upcoming evaluation cycle.

d. New hires to the District or bargaining unit members who need to make changes to their professional growth plan will have until September 30th to submit a new plan. Changes to a plan for a bargaining unit member rated

Skilled or Developing must be made collaboratively with the credentialed evaluator.

e. Professional growth plans shall describe the specific performance expectations, resources, and assistance to be provided.

f. The Board shall provide for the allocation of financial resources to support professional development.

g. A professional growth plan shall consist of two (2) focus areas based on the final holistic rating of teacher effectiveness previously obtained by the teacher.

h. All professional growth plans shall align to any District or building improvement plan required for the District or building under the "Elementary and Secondary Education Act of 1965," as amended by the "Every Student Succeeds Act of 2015."

13. Improvement Plans

a. A professional improvement plan is a clearly articulated assistance program for a teacher who received the final holistic rating of teacher effectiveness of Ineffective, or who received a rating of Ineffective on any area of his/her teacher performance, as documented by his/her formal focused observation.

b. The professional improvement plan shall include:

1) Specific performance expectations, deficiencies, goals, resources, and assistance to be provided.

2) The District will provide for the allocation of financial resources to support professional development for a teacher on an improvement plan.

3) Improvement plans shall only address areas in which a teacher is rated Ineffective.

c. The teacher's evaluator shall develop the improvement plan prior to the end of the school year. The evaluator involved shall assist the teacher in correcting identified deficiencies. The primary responsibility for improvement rests with the teacher.

d. The District may provide the teacher with trained mentors/coaches as appropriate. The mentors/coaches may be provided release time to allow for meetings/observations with the teacher under an improvement plan.

e. Once a teacher receives a rating of Developing or higher on all components of the teacher performance previously rated Ineffective, the teacher will no longer be under an improvement plan.

f. Individuals employed in the District as teachers for more than two (2) years who are on a limited contract may be considered for nonrenewal on the basis of having obtained Ineffective ratings for at least two (2) consecutive school years.

g. Teachers placed on an improvement plan may choose a different evaluator for their next cycle of observation/evaluation.

14. Due Process

Any grievance filed pertaining to this evaluation procedure may be filed only with respect to procedural aspects.

15. High Quality Student Data (HQSD) Committee

a. A HQSD committee shall be formed and shall consist of seven (7) total members, with five (5) such members appointed by the MTA, one (1) member being the District's Curriculum Director, and one (1) member being the District Superintendent/designee.

b. The HQSD committee shall meet, as needed, not to exceed four (4) times per school year, to resolve disputes between a bargaining unit member and their evaluator regarding HQSD. A bargaining unit member may only dispute issues related to the qualifications of HQSD.

c. HQSD committee members shall receive a stipend of $150.00 for each meeting attended.

16. Evaluations of Non-Classroom Teachers

a. The evaluation of non-classroom teachers (those who do not teach students at least fifty percent (50%) of their assigned time) shall be based upon two (2) formal observations and walkthroughs in compliance with this procedure.

b. The observation and evaluation forms for non-classroom teachers are found in Appendix 8 (A-C).

17. Conferences

a. Unless otherwise mutually agreed to, all conferences between the Administration and a bargaining unit member shall be held during the workday.

b. In any year that a teacher is not being evaluated as a result of having been most recently rated Accomplished or Skilled, at least one (1) conference will be held with the teacher, which shall include a discussion of progress on the teacher's professional growth plan.

18. Definition of "Credentialed Evaluator"

Each teacher subject to evaluation will be evaluated by a person who:

a. Meets the eligibility requirements under O.R.C. §3319.111(D); and

b. Holds a credential established by the Ohio Department of Education for a teacher evaluation; and

c. Has completed state-sponsored evaluation training and has passed an online credentialing assessment; and

d. Is a member of the District administrative staff directly employed or subcontracted by the Board.

D. Personnel Files

1. Each member's personnel file shall be maintained in the office of the Treasurer of the Mapleton Local School District. The Treasurer shall be solely responsible for the maintenance of these files. The personnel files system shall be maintained/administered in accordance with ORC 1347.

2. The contents of the personnel files shall consist of:

a. A completed application form.
b. A copy of his/her teaching certificate that is currently valid.
c. A copy of contracts issued by the Board.
d. Copies of salary notices.
e. A transcript of college credits as supplied by the member.
f. Records for payroll deductions.
g. Withholding statements.
h. Current evaluations and rebuttals.
i. Letters of recommendation.
j. Reprimands and rebuttals.
k. Any other documents as required by law.

3. The personnel file shall not include:

   a. Anonymous letters or materials.
   b. Association correspondence to the administration or Board.

4. Each member shall have the right, upon written request, to review the contents of his own personnel file. A representative of the Association and/or legal counsel of the member may at the request of the member accompany said member in the review of the personnel file of that member only.

5. The Treasurer shall maintain strict control over the review and release of material from personnel files in accordance with the law.

6. The member(s) shall have the right to read and shall receive a copy of (at no charge) all information, except transcripts, that is/are to be placed in the file and shall indicate that the material has been viewed by placing his/her signature and the date on the material. The signing of the material does not indicate that the member agrees with the content of the document. Further, the member shall have the right to respond, in writing, to any material that is to be placed in the file. Said response shall be attached to and shall become a part of the document that is to be placed in the file. The response shall be included should disbursal of the original document be made.

7. Written letter(s) of reprimand will be removed from a member's personnel file, upon petition to the Superintendent, if no similar offense has occurred within two (2) years.

E. Reduction in Force (RIF)

1. When by reason of decreased enrollment of pupils, or financial reasons, or the return to duty of regular teachers after leaves of absence, or by reason of suspension of schools or territorial changes affecting the district or by retirement of a member, a reduction of certificated/licensed staff may be made. Such reduction shall be made by suspending contracts giving preference to teachers on continuing contracts. Seniority will only prevail among teachers whose evaluations are comparable.

2. The procedures for a reduction are as follows:

   a. Implementation of a RIF program shall be effective as of August 1 of any year when a RIF is implemented.

   b. On or before March 1, preceding the date of implementation, the Association president shall be notified of the Board's intent to consider a RIF program.

c. A meeting shall be held between the representatives of the Association and the Superintendent and his/her designee(s) review appropriate data and determine the need for a RIF program. Such reduction shall be reasonable in accordance with the provisions in paragraph E.1. above and such reduction shall be made in accordance with the procedures in this article.

d. Procedures for determining seniority list(s):

1) A seniority list(s) shall be prepared of all members according to continuous service in the district within each and every area(s) of certification/licensure. This list(s) shall be maintained and updated on an annual basis prior to January 15. All approved "leave of absence" will be applied as continuous service for seniority purposes. The list(s) shall include the following information:

a) Contract status.

b) Number of years of continuous service in the district.

c) Current teaching area(s).

d) Areas of certification/licensure (eligible for as of October 1).

e) When needed to determine seniority, date of initial employment and date of application for employment.

f) The evaluation rating of the teacher.

2) Ties in seniority shall be broken in the following manner:

a) The earliest date of initial employment

b) The earliest date of application

c) Flip of the coin

The seniority list shall be posted in each building for 30 days. Corrections may be made during this time period. However, after 30 days the list shall remain as is.

e. A formalized list shall be prepared indicating the specific number of positions to be abolished within each area of certification/licensure. The certification/licensure area(s) of member(s) who will be returning from

approved leave of absence will be separately indicated as a part of the aforementioned formalized list. The number of members who will be returning, within an area of certification/licensure, will be indicated. The list shall contain all open position(s) available within each area of certification/licensure. This statement shall be prepared prior to April 1 during the calendar year in which implementation is to occur. The Association president shall receive two (2) copies, one (1) electronic and one (1) paper copy, of said list prior to the meeting with the Superintendent under Section (E)(2)(c) of this Article on or before April 1. Member(s) whose position(s) is/are to be reduced shall receive written notification by certified mail of such reduction, no later than May 15th.

f. The suspension of contracts that would result from the return of members whose Board approved leave of absence is expiring shall be initiated on a position-by-position basis. The contract suspension, if necessary, shall affect the position held by the least senior, as defined by this section, in the area of certification/licensure in which the returning member was teaching prior to the leave, unless the returning member can be assigned to an open position for which the member is certified/licensed. When the latter occurs, no contract suspension will occur. Said suspensions, with regard to such returning members, shall not result in a reduction in force. Contracts that are suspended as a result of members returning from Board approved leaves of absence shall be processed first and shall be in accordance with the procedures stated in part g (3) below.

g. Contracts that are to be suspended as the result of members returning from Board approved leaves of absence or a reduction in force will be accomplished by applying the following steps on or after May 1 of the year of implementation.

1) Any return from leave or reduction in force as indicated in parts e. and f. shall be covered to the extent possible through normal attrition (leave of absence, resignations, retirement).

2) If suspension of contract(s) by the Board is/are necessary to accommodate the returning member(s) or position reduction, the positions to be abolished, as established in 2 (e), will be applied to the seniority list.

3) The member(s) who presently hold those position(s), as determined in 2 (e), are the member(s) whose contract(s) is/are to be suspended, unless it is possible, for the involved member(s), to bump a member(s), with less seniority in another area for which the involved member(s) is or can become properly certificated/licensed by August 1 of the year of implementation.

h. A member(s) whose contract(s) is suspended by the Board as a result of a RIF program shall be given written notification by registered mail. This notification shall occur prior to June 1 of the year that the RIF program is to be implemented and shall indicate the date that the Board acted to suspend the member's contract.

i. Contract suspensions will be effective on August 1 of the year of implementation, but Board approval must occur on or before June 1.

3. Reemployment of members whose contracts were suspended by a reduction in force shall be in accordance with the following procedures:

a. Member(s) whose contracts is/are suspended shall be placed on a recall list stating years of total service to the district, subjects for which they are certificated/licensed to teach, and evaluation rating.

b. A member on the recall list shall be recalled in reverse order of layoff. Teachers whose evaluation rating is "Ineffective" shall not be recalled. Notification will be made by certified mail. It is the responsibility of the members involved to advise the Board of the address where they can be reached.

c. A member who is recalled under the provisions of this procedure must respond within fourteen (14) days of the receipt of said offer. If a member does not accept an offered position or fails to respond in the time stated, the member will forfeit his/her employment with the Board.

d. Each member shall remain on the recall list for three (3) years unless he/she waives this right.

e. No member(s) new to the district will be employed until all properly certificated/licensed members on the recall list have been offered a contract for the position in accordance with the provisions of this procedure, except for "Ineffective" teachers.

f. Upon reemployment, all rights related to salary and fringe benefits shall be fully restored.

4. Members whose contracts have been suspended under a reduction in force will be given first consideration as casual day-to-day substitutes or long-term substitute teachers as the need occurs if they are properly certificated/licensed.

5. During the three (3) year time period, members whose contracts have been suspended and who have not been recalled shall have the same contractual status as members who are on an approved unpaid leave of absence. These members

have the right to pay the total premium for group life insurance and other benefits for a period of two (2) years.

6. Administrative and supervisory positions are excluded from the provisions of this procedure.

7. Definition of "Comparable"

   a. The definition of comparable evaluations shall be as follows:

      1) The rating scale for comparable evaluations shall be determined by a numerical scale based upon a three (3) year weighted average.

      2) Points for each evaluation rating shall be awarded based upon the following scale:

         a) Accomplished = 4 points

         b) Skilled = 3 points

         c) Developing = 2 points

         d) Ineffective = 0 points

      3) The sum of the ratings over three (3) years shall be applied to the following scale to determine comparable evaluations:

         A = 10-12 points

         B = 6-9 points

         C = 0-5 points

      Example: Where a teacher is rated Accomplished for two (2) years and Skilled for one (1) year, the categories to which the teacher would be assigned for comparable evaluations would be computed as follows:

      Accomplished (4) + Accomplished (4) + Skilled (3) =
      4 + 4 + 3 = 11

      Thus, this teacher would be assigned to category A for determining comparable evaluations.

4) Where only one (1) evaluation is available, the category would be determined by multiplying the teacher numerical rating by three (3).

Example: A teacher rated Skilled would be assigned to a category as follows:

Skilled (3) x 3 = 9

Thus, this teacher would be assigned to category B for determining comparable evaluations.

5) Where only two (2) evaluations are available, the ratings for both years would be added, and the result would be multiplied by the number 1.5 to determine the comparable category.

Example: A teacher with two (2) years of evaluations with both evaluation ratings as "Developing." The comparable category for this teacher would be computed as follows:

Developing (2) + Developing (2) = 4
4 x 1.5 = 6

Thus, this teacher would be assigned to comparable category B.

6) Due to the changes in the Teacher Evaluation system for the 2022-2023 and 2023-2024 years, all teachers shall be deemed to have comparable evaluations, unless a final holistic rating of "Ineffective" is earned.

F. Discipline Procedure

1. Discipline Procedure

a. Informal Warning

It is expected that most cases will be disposed of by an informal verbal warning without formal disciplinary action. Such verbal warning will be documented in writing and placed in employee's personnel file. Upon petition to the Superintendent, verbal warnings will be removed after three hundred sixty-five (365) days, with no further incidence or occurrence.

b. Formal Discipline

No member(s) shall be disciplined, reduced in compensation, demoted or otherwise deprived of any professional advantage without "just cause."

Based upon the severity of the situation, disciplinary action may warrant deviation from the below procedural order.

1) First Step – A conference with the immediate supervisor.
2) Second Step – A conference with the Superintendent.
3) Third Step – Written reprimand(s). All reprimands are subject to rebuttal by the involved member.
4) Fourth Step – up to three (3) days suspension without pay.
5) Termination.

Excluding Informal/Verbal Reprimands, disciplinary action shall be subject to the grievance procedure.

2. Privacy of Proceedings

No member shall be reprimanded in the presence of other employees or students or in public. Any reprimand shall be conducted in private and all events related thereto shall remain confidential except as required by Ohio statute.

G. Termination and Non-Renewal of Contracts

1. Nonrenewal

a. Nonrenewal of Limited Teaching Contracts for Probationary Employees Who Have Been Employed for Two (2) Years or Less and Who Were Employed by the Board After July 1, 2008

(1) On or before June 1, limited contract teachers who have been employed for two (2) or fewer years, and who were employed by the Board after July 1, 2008, shall be notified by the Superintendent that they will not be recommended to the Board for rehiring for the next school year. Prior to Board action on their contract, such teachers shall have the right to meet with the Board in executive session with representation to present their case.

(2) This nonrenewal procedure for teachers who have been employed for two (2) or fewer years supersedes all provisions of O.R.C. §3319.11 and O.R.C. §3319.111 (teachers shall not be required to take on supplementals as a condition of employment their second year), and such teachers shall have no right to challenge said nonrenewal pursuant to the negotiated grievance procedure, O.R.C. §3319.11 or §3319.111, or in any other legal forum.

b. Nonrenewal of Limited Teaching Contracts for Employees Who Have Been Employed for More Than Two (2) Years or Who Were Employed on or Before July 1, 2008

Such contract nonrenewal shall be in accordance with O.R.C. §3319.11.

2. Termination

Termination shall be in accordance with O.R.C. §3319.16 and related law.

H. Teacher Recommendations for Promotion and Retention

1. All members shall have the right to make recommendations regarding the promotion or retention of students in their classes. These recommendations are to be considered by the building principal and, if necessary, the Superintendent.

2. A copy of the proceeding involving the promotion or retention of a student including the member's recommendation will be included in the student's permanent record file. Both the member and the building principal shall sign all copies of these proceedings.

I. Member Emergency Security Program

1. The Member Emergency Security Program is designed to assist members who experience a serious accident or major illness for which they do not have adequate sick leave as covered under Article VI, Section A of this contract.

To be eligible a member must have used all available sick leave, requested and then used the five (5) days advance provided for in the contract and the teacher must be recovering from a specific illness or injury of twenty (20) consecutive days or more. The amount of sick leave awarded under this program shall not exceed the number of days remaining in that current school year or the number of days available in the pool.

The Emergency sick leave program shall be administered by a committee composed of two (2) bargaining unit members and two (2) administrators.

The bargaining unit members shall be appointed by the Association president. The Committee shall approve use of the pool by certificated employees who have:

(a) used all available sick leave, earned and borrowed;

(b) presented a physician's certificate indicating his/her absence is due to a single illness or accident that will last, or exceed, twenty (20) consecutive days (a second opinion may be required);

(c) contributed to the sick leave pool of this program. Eligibility is to be based on the contribution of at least one (1) sick leave day. In the case of new employees hired after September 1, such contribution must be made within fifteen (15) days of their hiring by the Board. Members who are not enrolled may do so between September 1 and October 1 of each school year. The member enrolls by notifying the Treasurer in writing.

2. It is hereby agreed that a member who wishes to use the sick leave pool do so with the understanding that the teacher intends, circumstances permitting, to return to work. Furthermore, the Sick Leave Pool may not be used in lieu of either STRS disability or disability insurance paid for by the employee or the Board.

The following criteria will be used to determine the number of days provided to the member from the pool:

(a) Up to thirty (30) days may be provided to the member upon initial approval of the committee;

(b) If the member exhausts the initial thirty (30) days, the member's situation will be reevaluated by the committee.

(c) The committee may approve additional days in installments of no more than fifteen (15) days. The member's situation must be reevaluated prior to each additional installment of fifteen (15) days.

Once an employee applies for disability he/she may draw from the sick leave pool until the last pay period in the month before STRS (or personal) disability payments start or up to the end of the school year of application, whichever is first as long as the criteria are met. No payment can be received in the month STRS (or personal) disability starts.

3. The sick leave pool is formed from the contribution of one (1) day of accumulated sick leave from each member who wishes to participate in the program. Once a day has been contributed to the sick leave pool it cannot be withdrawn.

Members are not eligible to use the sick leave pool if:

(a) they have not donated a day of accumulated sick leave;

(b) they are voluntarily absent for any reason;

(c) the specific injury or illness is not twenty (20) consecutive days or more;

(d) they are eligible for any other paid leave or compensation that equals or exceeds their normal salary.

The number of days permitted to accumulate in the sick leave pool shall be one hundred eighty (180) days. Members new to the program must make an initial contribution to be eligible. When the sick leave pool has reached one hundred eighty (180) days, new members desiring to be eligible may contribute a sick leave day to be held in escrow. When days are drawn from the pool, sick leave days held in escrow will be placed in the pool at the start of the next school year. Should the pool become depleted, a new contribution of one (1) day from each participant would be required. This new contribution would reestablish enrollment.

Any of the requirements of this program shall not have an impact on the administration of sick leave as contained in Article VI, Section A of the contract.

Certificated/licensed employees who are not members of the Association bargaining unit may participate in this program under the conditions specified above.

The MTA president shall be provided the current number of days in the sick leave pool each October 1, as well as when any donations are granted to members.

J. Counselor Evaluation

1. Purpose, Application, Roles, Procedures

a. This provision sets forth the procedures for standards-based school counselor evaluations, which shall conform to the provisions of O.R.C. §3319.113 and to the Ohio School Counselor Evaluation Rubric (Appendix 18).

b. The Board shall use the standards and criteria set forth in the "Ohio Standards for School Counselors," developed by the Ohio Department of Education, to distinguish between the following levels of performance for school counselors for purposes of assigning ratings on the evaluations conducted pursuant to Board policy and O.R.C. §3319.113:

1) "Accomplished"

2) "Skilled"

3) "Developing"

4) "Ineffective"

c. Only credentialed evaluators, who have completed Ohio School Counselor Evaluation System training and are current administrators of the Mapleton

Local Schools, will be permitted to evaluate a school counselor. The evaluator assigned to a counselor at the beginning of a school year shall be the only evaluator for that counselor for all aspects of the evaluation procedure, unless an unforeseen emergency arises and a new evaluator is mutually selected by the counselor and Superintendent or his/her designee.

d. Each school counselor will be provided with a copy of a written report of the results of each component of his/her evaluation.

e. A school counselor's final summative evaluation rating will be considered by the Board in making retention and promotion decisions, and for the removal of poorly-performing school counselors.

f. The Board shall provide for professional development to accelerate and continue school counselor growth and provide support to poorly performing school counselors.

g. Observations

1) School counselor evaluations shall occur annually, except as otherwise appropriate for a school counselor who received a final summative rating of "Accomplished" or "Skilled" on his/her most recent evaluation. Further, the Board may elect not to conduct an evaluation of a school counselor who meets one of the following requirements:

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

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

The annual evaluation process will consist of two (2) formal observations of thirty (30) minutes each and informal observations also known as "classroom walkthroughs."

2) The first observation cycle will include at least one (1) formal classroom observation and must be completed on or before January 20. The second observation cycle, if applicable, will include at least one (1) formal classroom observation and must be completed on or before May 1.

a) Walkthroughs

(1) The walkthrough shall be at least three (3) consecutive minutes, but not more than fifteen (15) consecutive minutes, and shall not constitute a formal observation.

(2) Such observation shall be documented on Appendix 18 and will focus on one (1) or more of the following components:

- Comprehensive School Counseling Program Plan
- Direct Services for Academic, Career, and Social/Emotional Development
- Indirect Services: Partnerships and Referrals
- Evaluation and Data
- Leadership and Advocacy
- Professional Responsibility, Knowledge, and Growth

(3) Only documented walkthroughs will be used for evaluation purposes. The counselor shall be provided a copy of the informal observation form within seven (7) working days of the observation.

b) Formal Observations

(1) All formal observations shall be preceded by a conference between the evaluator and the counselor, in order for the counselor to explain plans and objectives for the work situation to be observed. The conference shall be held no more than ten (10) workdays prior to the observation.

(2) Formal observations shall be for the duration of at least thirty (30) consecutive minutes.

(3) Within eight (8) workdays of each formal observation, the evaluator shall provide the

bargaining unit member with the observation report and discuss its contents with the counselor in a post-observation conference.

(4) Traveling counselors will be observed and evaluated in their home buildings.

(5) The evaluator will not use tape recording devices, public address, or visual recording systems and similar devices for observing the work performance of a bargaining unit member without knowledge of and mutual agreement of the counselor and evaluator.

(6) Observations will not be conducted on the day before or after winter break and spring break, on the day after an absence due to an extended illness of more than five (5) workdays, on staff development release time days, or on elementary party days.

c) Finalization of the Evaluation Cycle

(1) Each evaluation will result in a final summative rating of "Accomplished," "Skilled," "Developing," or "Ineffective." The final summative rating is based on the holistic review of all seven (7) dimensions of the Ohio School Counselor Evaluation System.

(2) The score shall not be weighted in such a way that one (1) area of the evaluation has a higher importance than any other, except that any area marked N/A shall not have a negative impact on the final summative rating.

(3) The final summative evaluation shall be an accurate reflection of all in-cycle informal and formal observations, professional growth or improvement plans, metrics of student outcomes, and evidence provided by the counselor.

(4) Only as required by law, the Superintendent or his/her designee will, on behalf of the Board of Education, submit to the Ohio Department of Education (ODE) the final summative rating of each school counselor.

(5) The counselor shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the counselor's personnel file.

2. Evaluation Process

a. The Board of Education may evaluate a school counselor receiving a final summative rating of "Accomplished" every three (3) years, so long as the metric of student outcomes is, for the most recent school year for which data is available, "Skilled" or higher on the evaluation rubric.

b. The Board of Education may evaluate a school counselor receiving a final summative rating of "Skilled" every two (2) years, so long as the metric of student outcomes is, for the most recent school year for which data is available, "Skilled" or higher on the evaluation rubric.

c. School counselors with a final summative rating of "Developing" or "Ineffective" on their most recent evaluation will develop a professional growth plan with their evaluator. For the professional growth plan to be implemented, such plan must receive the approval of the evaluator.

d. A school counselor may be placed on an improvement plan with a final summative rating "Ineffective." The professional improvement plan shall include:

1) Specific measurable performance expectations, resources, and assistance to be provided; and

2) A reasonable, desired level of performance that is expected and a reasonable time period to correct deficiencies; and

3) Professional development opportunities that will be provided at no expense to the counselor.

e. Improvement plans for the next school year shall be developed not later than June 1 of each school year and shall be one (1) academic year in duration.

f. If the Board has entered into a limited contract or extended limited contract with a counselor pursuant to Section 3319.11 of the Ohio Revised Code, the Board shall perform a minimum of three (3) formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to reemploy a counselor pursuant to division (B), (C)(3), (D), or (E) of R.C. 3319.11. Any observations in

excess of those listed in (J)(1)(g)(1) and (2) of this article, shall occur more than fifteen (15) working days after the most recent observation.

g. A school counselor shall receive a full evaluation during the first year that he/she is employed or reemployed by the Board, regardless of whether he/she received a final summative rating of "Accomplished" or "Skilled" on his/her most recent evaluation.

3. Due Process

a. Counselors who disagree with any informal or formal observation report and/or the final summative evaluation rating shall be allowed to submit a written rebuttal within thirty (30) working days. This rebuttal will be attached to the summative evaluation report.

b. A counselor shall be entitled to Union representation at any conference held during this procedure.

ARTICLE VI - LEAVES

A. Sick Leave

Each certificated/licensed employee of the Board shall be entitled for each completed month of service to sick leave of one and one-fourth (1 1/4) workdays of sick leave with pay.

1. The employee may accumulate sick leave up to three hundred fifteen (315) days. Once employees accumulate two hundred fifty (250) days of sick leave they may contribute up to ten (10) days of sick leave during an open enrollment period in the first two (2) weeks of the school year and donate to the sick leave pool as defined in Article V, Section I, Clause 3 at the request of the member and verified by the Board Treasurer with appropriate written documentation. Employees who have accumulated more than two hundred eighty (280) days shall be grandfathered at their current balance.

2. Certificated/licensed employees without accumulated sick leave shall be advanced five (5) days of the maximum accumulation possible for the remainder of the current contract year with the provision that such advance sick leave shall be recovered from final settlement with an employee who departs or terminates prior to completion of the current contract year.

3. An employee who is absent because of illness and whose position has not been terminated, as provided by law, is still in the service of this district and accumulates sick leave credit while absent on approved sick leave.

4. Members shall qualify for sick leave during any school year for one or all of the following reasons:

   a. Personal illness.

   b. Pregnancy.

   c. Injury.

   d. Exposure to contagious disease.

   e. Illness, injury or death in the member's immediate family. The immediate family is defined as husband, wife, children, mother, father, sister, brother, parent-in-law, son-in-law, daughter-in-law, aunt, uncle, grandparents, grandchildren. The Superintendent may grant sick leave provided in this paragraph for individuals in addition to those already identified. Use of sick leave for an illness or injury in the immediate family shall be unlimited for an illness or injury to a spouse or insured child. All other use of sick leave for an illness or injury in the immediate family will be limited to sixty (60) workdays, except for an illness or injury to a parent where the employee is an only child, where the day limit shall be ninety (90) days.

5. The member who will be taking sick leave shall notify the building principal so that substitute service can be arranged. In all cases, a certificate of absence shall be signed by the member who has taken sick leave.

6. The accumulated sick leave balance of each member will be provided on the member's payroll notification. A member may request sick leave information from the Treasurer. Such requests will be answered promptly.

B. Personal Leave

Subject to the conditions herein, a member shall, upon request be granted three (3) school days of unrestricted personal leave per school year (noncumulative) with pay.

1. Personal leave must be approved in advance (with exception of item 4), and shall be used only for such purposes which cannot be accomplished during nonworking hours or for other personal emergency reasons.

2. Personal leave shall be interpreted to include, but shall not be limited to, funerals not covered under sick leave, mandatory court appearances, necessary legal or business matters, religious holidays, and urgent or unusual family obligations such as adoptions, weddings, and graduations over which the employee has no direct control.

3. Personal leave will not be granted during the first or last week of the regular school year, nor will they be granted on the day before or the day after a Board scheduled holiday, the Parent-Teacher Conference days, and inservice days.

4. When extenuating circumstances arise where a member would elect to be on personal leave on the days named in item three (3) above or would need more than two (2) days at a time, the member may request in executive session or by letter at a regular Board meeting, either immediately before or after the leave, that it be granted. Each request shall be considered on the individual merits of each case and shall in no instance be considered a precedent.

5. Upon return from personal leave, the involved member will sign a form (see Appendix 10) indicating the number of days that were used and that said leave was not in violation of this personal leave provision.

6. Personal leave days shall be taken consecutively (up to two (2) days), individually, or on a one-half (1/2) day at a time basis.

7. Personal leave days shall not be deducted from the member's sick leave.

8. An employee shall not be charged for a day of paid leave when the district schools are closed due to a calamity day.

9. If a member does not use his/her personal leave day(s) during a school calendar year, the member shall receive payment for each personal leave day not used. Said payment shall be at the rate for a regular substitute teacher working in the Mapleton School District. The teacher may convert the remaining days to sick leave by notifying the Treasurer's office by the last day of school. Payment may be made in July in order to avoid a cash flow problem.

C. Professional Leave

Staff members may be granted professional leave in order that new developments in education and proposed solutions to educational problems may be considered and brought back to Mapleton to aid in the improvement of the total educational program of the Mapleton Local School District.

1. Written requests to attend professional meetings or to visit other schools shall be submitted to the Superintendent through the building principal before the absence is to occur.

2. An attempt should be made to involve over a period of time as many members as possible. The Superintendent shall approve, regulate, and limit attendance at these meetings in a manner least disruptive to the existing programs. These meetings and visitations should be made so that a proper balance throughout the entire school program is attained. No more than three (3) members per each ten

(10) members within any one (1) building may be on professional leave at the same time. If members are denied professional leave due to the aforementioned criteria, attendance shall be granted using the chronological order (date and time) when initial requests were submitted by members.

3. If approved, reimbursement for attendance at meetings and visitations must be paid in accordance with the approved leave request and Board policy. Mileage will be paid at the current IRS rate with a two hundred (200) mile maximum.

4. Persons receiving compensation for expenses shall file an itemized account of such expenses including receipts for paid bills.

5. Since Professional Leave is viewed as an investment in a teacher on behalf of the District, all Professional Leave requests shall be submitted in writing on the Request for Leave Form and shall include any and all possible expenses that may be incurred so that prior approval can be obtained for expense reimbursement purposes.

D. Judicial Leave

A member shall be granted leave for the number of days or partial days needed to accept jury duty or when subpoenaed to appear in any Ohio Court of law. The amount of compensation received for these services less mileage will be deducted from the member's regular salary. Members are to provide the Treasurer with a copy of a court-received check or a court verification form with the amount received or salary adjustment.

E. Leave of Absence

1. After the employee's sick leave is exhausted and upon written request, a member shall be granted a leave of absence without pay for illness, other disability, or parental/adoption reasons. Upon written request, a member may be granted unpaid leave, the Board's discretion, for educational, professional, or other purposes. Such leave shall be for a maximum of two (2) consecutive school years. Upon subsequent request, such leave may be renewed.

2. A written application must be made to the Superintendent at least thirty (30) calendar days prior to the effective date of the leave. This requirement shall be waived in cases of emergency.

3. Members who take leave under this section shall be eligible to continue in Board provided insurance plans by paying the regular premiums to the Treasurer prior to the due date.

4. At the expiration of the approved leave, the member shall resume the contract status which he/she held prior to such leave. The returning member shall be

granted his/her position held prior to the leave or shall be appointed to an equivalent certificated position for which he/she is certified to teach.

5. The time spent on a leave of absence shall not constitute a break in seniority nor shall it count toward the accrual of seniority.

F. Military Leave

The Mapleton Local School District will abide by Sections 3319.14 and 5923.05 of the Ohio Revised Code concerning military leaves of absence, payments, and return from these leaves.

G. Assault Leave

Pursuant to, and in accordance with Section 3319.143 of the Ohio Revised Code, assault leave shall be provided to a unit member who is absent from his/her assigned duties because of physical injury resulting from an assault. Said leave shall not be charged against sick leave earned or earnable under Section 3319.141 of the Ohio Revised Code, or leave granted under rules adopted by the Board pursuant to Section 3319.08 of the Ohio Revised Code. Said unit member shall be granted assault leave and shall be maintained on full pay status during such absence.

A unit member shall be granted assault leave according to the following rules:

1. The incident, resulting in the disability of the unit member, must have occurred during the course of employment with the Board.

2. Upon notice to the principal or immediate supervisor that an assault upon a unit member has been committed, any unit member having information relating to such assault shall, as soon as possible, prepare a written statement embracing all facts within the unit member's knowledge regarding said assault, sign said statement and present it to the building principal or immediate supervisor.

3. If the unit member is absent from his/her assigned duties due to the disability, a certificate from a licensed physician, stating the nature of the disability and its duration, will be required before assault leave payment is made.

4. A unit member shall not qualify for payment of used assault leave until the Assault Leave Form has been submitted.

5. Said unit member shall not be permitted to accrue assault leave.

6. Payment shall be discontinued when the unit member elects to retire or is no longer under contract with the Board.

7. Falsification of either a signed statement or a physician's certificate is reason for termination of employment under Section 3319.16 of the Ohio Revised Code.

8. A unit member shall be entitled to a maximum of fifty (50) days of assault leave.

H. Family and Medical Leave

1. Notwithstanding other provisions of the Agreement, the Board agrees to abide by the provisions of the Family and Medical Leave Act of 1993. The parties to this Agreement agree that all benefits guaranteed by the Act will be provided to a member(s) covered by this Agreement. Any alleged violations of the Act may be processed as grievances using the procedure herein. Pursuit of such a grievance in no way prevents a member from enforcing their rights under the Act as provided by law.

2. Protection of Employment

   a. The Board shall return the member taking a leave under this section to the same position he/she occupied prior to the leave.

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

3. Insurance Continuation

   The Board shall continue to pay the Board contribution necessary to continue all medical, dental, and life insurance plans for the member while he/she is on leave under this section.

4. Year

   A year shall be defined as the twelve-month period of time from the last usage of this leave under FMLA by the employee.

ARTICLE VII - TEACHING CONDITIONS

A. Development of Special Education Programs

1. It is the shared responsibility of all classroom teachers to initiate Intervention Assistance referral procedures as soon as a student's need is suspected.

2. The Board will continue its efforts to provide and maintain special education programs for the special students consistent with State of Ohio standards and in accordance with the individual student's Individual Educational Plan statement.

3. Special Education teachers shall be provided a maximum of three (3) work days during the school year for the purpose of maintaining and updating said records (IEP, etc.), pending approval by building administration. This work will be completed at the school. The Board will provide substitutes for all three (3) days. Any member assigned to write Written Education Plans (WEPs) shall be granted time equivalent to one (1) day during Professional Development days to work on said plans.

B. Pupil Ratio and Class Size

1. The Board shall hold the administration responsible for the equitable distribution of work and duties among the members of the bargaining unit. Ohio Minimum Standards shall be adhered to as to pupil ratio and class size.

2. Students at all levels shall be assigned to available classrooms in an equitable manner within each building.

3. Each student must have a work station in the classroom or study hall.

C. Preparation Time

All members shall have a minimum of two hundred minutes per week for the purpose of preparation, conference, or planning during the regular student school day.

1. Elementary Teachers

The two hundred minutes of scheduled preparation, conference, or planning time shall be made up of time segments of not less than twenty-five (25) minutes each. Members shall have at least one (1) such time segment per day.

2. Secondary Teachers (6-12)

Secondary teachers shall have at least one (1) scheduled preparation, planning, conferencing period per day which shall be at least forty (40) minutes in duration, but not less than the full-length of such periods.

3. Both the middle school (6-12) and the high school (9-12) members may be required to teach a total up to seven (7) classes or six (6) classes and have one (1) study hall period in an eight (8) period day.

In addition to these assignments, members may be assigned such extra duties as hall supervision and cafeteria monitor.

Members may request an additional class in place of study hall. It is understood that members will not have student supervision responsibilities during the time periods that are specified as preparation, planning, conference time.

D. Teaching Hours and Contract Year

1. Teaching Hours

The member contract/workday shall not exceed seven and one-half (7 1/2) hours per day. Starting times may vary from building to building, but the student day will start no sooner than fifteen (15) minutes after the start of the member day. Starting and ending times may be adjusted with the agreement of the member and the principal; however, the member work day will not exceed seven and one-half (7 1/2) hours. Disagreements regarding desired adjustments may be appealed to the Superintendent.

2. Contract Year

The contract year shall not exceed one hundred eighty-four (184) days with students in attendance (in accordance with ORC 3313.48) for not more than one hundred eighty-two (182) days. Members who are required to work beyond the regular teacher contract year indicated above shall be paid at their regular per diem rate for each additional day except for individuals covered by Article IX(C)(9) of this agreement. A committee of two (2) administrators and three (3) teachers—one (1) K-5 teacher, one (1) 6-8 teacher, one (1) 9-12 teacher-shall plan any activities scheduled for all non-student days.

3. When school is closed because of an act of God, the first five (5) days will be considered workdays. After the fifth (5th) calamity day, the next three (3) calamity days will utilize lessons via web access as allowed by R.C. 3313.482 and considered workdays. If additional calamity days are necessary, the Board and the Association shall meet and determine how additional workdays will be fulfilled.

E. Lunch Period

Every member shall have a thirty (30) minute duty-free lunch period.

F. Selection of Textbooks

Textbooks will be selected by a committee which includes district teaching staff and administrators. A list of purchased textbooks will be submitted annually to the Tri-County Educational Service Center for approval.

G. Staff Meetings

All members assigned to a school building will be required to attend regular staff meetings, one (1) per month and any emergency meeting called by the principal of that building. Part-time teachers shall attend teachers' meetings unless excused by the

building principal. Part-time teachers shall attend all inservice meetings and shall be in attendance all day during conference days.

H. Teacher Facilities

Copy machines and a computer shall be made available in each school for the use of the members in carrying out their professional tasks. The Board will provide a private phone for the member(s) use. Each classroom shall have a bulletin board to complement the member's instruction. Classroom interruptions by the public address system shall be limited to emergencies during the day by administrative discretion. Regular announcements shall be made at the beginning and close of the school day.

I. Field Trips

Field trips of significant educational value shall be encouraged. Student safety and proper care of school vehicles shall be primary consideration.

1. Transportation for field trips of significant educational value, including those made as a part of the established activities program is free of cost to student only when district owned vehicles are used.

2. Field trips at the high school shall not normally be taken the last week of a grading period or the week prior to vacations. The members must be informed about a field trip one (1) week prior to the trip by taking the students on a field trip with such teacher including a list of student names who will be on such field trip.

J. School Calendar

A Calendar Committee comprised of representation from each building, three (3) teachers, one (1) administrator, and one (1) Board Member, shall submit biennially two (2) proposed calendars for the next two (2) years to the membership for the succeeding year after submitting said calendars for consultation to the Superintendent. The membership shall vote on the proposed calendars and submit their recommendation to the Superintendent by December 1 of the school year for the Board's approval.

K. Parental Complaints

No disciplinary action shall be taken against a member upon a complaint by a parent of a student directed toward a member prior to discussion and investigation by the principal and/or the Superintendent with the member. The exact nature of the complaint and the identity of the complaining party shall also be provided to the member at the time of the conference. If a written report concerning the incident is to be placed in the member's personnel file, the member will receive a duplicate copy of such report and the member shall have the right to make a written response to the complaint and the findings from any and all conferences and hearings regarding the complaint. Any person involved in the

conference and hearings resulting from a parental complaint shall have the right to representation of his/her own choosing.

L. Transportation of Students

A member shall not be required to use a personal vehicle to transport students. Transportation needed to transport students for approved school business shall be provided by the Board with prior Board/Administration approval.

M. Student Handbook

Annually, in each building, the Building Leadership Team (BLT) and administrator(s) will evaluate the student handbook and propose any revisions before Board adoption in May.

ARTICLE VIII – CONTRACTS, VACANCIES, AND TRANSFERS

A. Contracts

1. Notification of Employment

Contracts and notification of salary for the ensuing school year will be sent to members as soon as administratively practical after the May Board meeting each year. In all cases, such notification will be made in conformity with the requirements of Ohio law.

2. Assignment

The Superintendent will assign and transfer members in accordance with Section 3319.01 O.R.C. Members will be notified of their anticipated teaching assignment for the subsequent school year no later than June 15th.

3. Tenure

Continuing service status shall be granted in the Mapleton School District in accordance with the State Law.

4. Resignations

Resignations shall be in accordance with Ohio Revised Code 3319.15.

5. Multiple Year Contract

Contracts for teaching in the Mapleton Local School District shall be of two (2) types:

a. Continuing

b. Limited

c. Continuing contracts shall be awarded to those members who become eligible through certification/licensure and service requirements established by Ohio Statute upon the recommendation of the Superintendent and upon approval by the Board.

d. Limited contracts shall be approved by the Board on the recommendation of the Superintendent as follows:

1) A one (1) year contract will be granted for the first and second years of employment and when the performance of a member is less than satisfactory.

2) A two (2) year contract will be granted after two (2) years of satisfactory service in the school system, if the member is recommended for re-employment.

3) A three (3) year contract will be granted after four (4) years of satisfactory uninterrupted service in the school system, if the member is recommended for re-employment.

4) A five (5) year contract will be granted after seven (7) years of satisfactory uninterrupted service in the school system, if the member is recommended for re-employment.

5) Members currently employed in the school system will be granted the length of contract for which they qualify under this section, if recommended for re-employment, with the first contract renewal following adoption of this agreement.

B. Posting

1. Vacancies

All position openings for members, regardless of position or whether the opening implies a promotion or whether the position is a newly created position or an extra duty position, shall be posted. Position openings will be posted on the District's web page, sent in an e-mail notice to all staff members, and posted in the teacher workroom of each building. Said posting shall occur within fifteen (15) calendar days from the date the Superintendent becomes aware that an opening is going to occur or the creation of the position. Such notices will be dated at the time of posting.

When vacancies are determined within three (3) weeks of the start of school, posting for only seven (7) calendar days will be required.

Such notices shall clearly set forth the required certification for the position, a description of the duties to be performed, salary, and procedures for application.

If no applications are received within ten (10) school days (two [2] full weeks when school is not in session) of the date of posting the notice (or the postmark on mailings), it will be assumed that there is no interest in the position among members and the position may be filled outside the system.

A member hired to fill a position must possess the posted certification/license requirements for the position. Any member having proper certification may apply for the posted position and shall be granted an interview.

2. Determination of Vacancy

The Superintendent shall determine when vacancies exist and shall have the sole right to decide whether to fill vacancies. Vacancies will be determined after voluntary and involuntary transfers have been made.

C. Transfers

It is recognized that from time to time it may be in the best interests of the educational program to transfer members from one (1) assignment to another or from one (1) building to another. It is further recognized that such transfer may be desired by either the Administration or a member.

1. Voluntary Transfers

Members may request a change of assignment in accordance with the following procedures:

a. Change of assignment requests shall refer to, but shall not be limited to, the following:

1) Change of building.

2) Change of grade level.

3) Change of subject or area of responsibility.

b. Voluntary transfers requests for the following school year shall be initiated by a member and shall be according to the following guidelines:

1) Completion of a voluntary transfer form in duplicate (Appendix 15).

2) If an opening occurs in a position for which a member has requested a voluntary transfer and such member's transfer is not approved, the Superintendent must provide the member with written reason(s), prior to the Board meeting where the Board is scheduled to act on filling the position, as to why such transfer was not approved.

2. Involuntary Transfers

If the Superintendent directs an involuntary transfer in building, subject, or grade level, notification thereof normally shall be given to the involved member(s) by July 10 preceding the effective date of said involuntary transfer. When involuntary transfers are necessary due to a staffing need, a member's area(s) of certification/licensure, his/her teaching experience, length of service in the Mapleton Local School District will be used as the criteria in determining if a teacher is to be transferred. Members being involuntarily transferred will be assigned only to a position for which they are certificated. In discussing an involuntary transfer, there will be a meeting within five (5) days of a written request of the member(s) involved and the Superintendent or his/her designee to explain the circumstances of the transfer. The involved member may request representation of his/her choosing for the meeting. The involved member(s) shall be given reasons for the transfer in writing prior to the aforementioned meeting.

D. Non-Discrimination Provision

The employer shall not discriminate with regard to disability, race, color, creed, ancestry, national origin, sex, religion, marital status, age, political opinions/affiliations. The employer shall not discriminate against employees because of membership in the Association or participation in Association activities.

ARTICLE IX - SALARY AND FRINGE BENEFITS

A. Payment According to Salary Schedules

All certificated personnel, with the exception of casual substitutes and tutors, shall be paid according to the negotiated salary schedules.

B. Regular Salary

1. The base salary (BA-0) for the 2024-2025 school year shall be Thirty-Seven Thousand Two Hundred Fifty-Three Dollars and Thirty-One Cents ($37,253.31)

2. The base salary (BA-0) for the 2025-2026 school year shall be increased by three percent (3%) to Thirty-Eight Thousand Three Hundred Seventy Dollars and Ninety-One Cents ($38,370.91).

3. The base salary (BA-0) for the 2026-2027 school year shall be increased by three percent (3%) to Thirty-Nine Thousand Five Hundred Twenty-Two Dollars and Four Cents ($39,522.04).

4. The aforementioned base amounts shall be applied to the index attached hereto as Appendix 12(A) which shall remain the same as in the Current Agreement.

5. See Appendices 12(B), 12(C) and 12(D).

C. Miscellaneous Provisions Related to Salary

1. Teacher's Experience Credit

a. When employing an experienced teacher, full credit on the salary schedule shall be given for public school teaching experience or Ohio chartered private school experience up to ten (10) years. Experience credit for military service shall be given in accordance with ORC 3317.13.

b. Any member that is half-time will advance on the salary schedule one-half (1/2) of the amount that a full-time member would receive. Full-time employment shall include all members who are employed for one hundred twenty (120) or more days during any school year.

2. Credit for Additional Training

Graduate or undergraduate credit hours obtained by each member shall be reviewed upon receipt by the Board. For credit towards the salary schedule, transcripts of proof of credit must be received by October 1 to receive a salary adjustment for the entire school year. To receive a salary adjustment for the second half of the school year, transcripts or proof of credit must be received by February 1. The adjustments will not be implemented until the actual transcripts are received by the Board.

3. Payroll Deductions

a. Credit Union Deductions

The Board will authorize the Treasurer to deduct monies from member's paychecks to be deposited in the employees credit union upon written request of the employee.

b. Payroll Deductions for Association Dues

1) A member must authorize the deduction of such dues in writing. Such authorization must be received by the Treasurer on or by October 1. Any member hired or becoming eligible for membership after October 1 shall be entitled to payroll deduction of dues on a schedule determined by the Association Treasurer and the individual member. This deduction shall be without cost to the Association or the member.

2) The deductions shall be made in equal installments beginning with the second paycheck in October through the last paycheck (for that school year) in August of the following calendar year. The Treasurer shall transmit monthly to the Association Treasurer amounts so deducted. All monies deducted for such purposes shall be transmitted to the Association not more than five (5) days following the collection via check or electronic transfer to an account designated by the Association. Accompanying each check will be a complete listing of the names of the members for which a payroll deduction was made.

3) A member who leaves the employ of the Board during the year and prior to deductions of annual dues, or cancels their membership outside of the cancellation period defined in this Contract, shall have the total amount of dues yet collectible deducted from the final paycheck, or the next paycheck following notification of their cancelled membership. A member who wishes to cancel payroll deduction of dues may do so by notifying both the Association President and Treasurer and District Treasurer, in writing, not less than two (2) weeks prior to the effective date of the payroll change. The Association shall hold the Board harmless and defend it against any claims by members based on such deductions.

c. Tax Shelter Annuities

Individual tax-sheltered annuity contracts may be purchased by members from insurance companies which are licensed to do such business in the State of Ohio in accordance with the following provisions:

1) A minimum of five (5) participants for each different annuity/insurance company must be initially enrolled and be maintained for a period of one (1) year.

2) All tax-sheltered annuity programs will be governed by federal and state laws, regulations and rules concerning tax-sheltered annuities.

3) "Tax sheltered" means that no federal income tax is paid currently on that part of the salary utilized to purchase the annuity.

4) Members assume sole responsibility in the selection of the company from which they wish the annuities purchased.

5) Premiums and Premium Payment: Salary deductions shall be made in equal amounts from two (2) pay periods each month during the contract year with the amount to be determined by the member. However, the minimum deduction is ten dollars ($10.00) per pay. The maximum deduction must be in accordance with IRS rulings and may not exceed this amount. It is the member's responsibility to pay all penalties for exceeding the legal IRS rulings.

4. Payment of Salary

a. Salary payments shall be in twenty-four (24) equal installments and shall be paid on the fifth (5th) and twentieth (20th) of each month, except that if a scheduled payday is on a legal or school holiday, said payday shall be moved up to the last weekday prior to such holiday. Direct deposit of pay shall be mandatory for all members of the bargaining unit.

b. When deductions are made for unauthorized absences, such deductions shall be on the basis of $1/184^{th}$ of the annual salary for each day deducted.

c. Should it become necessary for a member to discontinue his/her services before completing his/her contract, an adjustment in salary will be made so the member will receive $1/184^{th}$ of his/her current annual salary times the number of days of actual service minus the previous payments.

5. Retirement Compensation – Severance Pay

a. A bargaining unit member of the Mapleton Local School District, at the time of retirement from active service, with ten (10) or more years of service with the Mapleton Local Schools, will be paid in cash for one-fourth (1/4) of his/her accrued but unused sick leave credit up to a maximum of sixty-five (65) days. Such payment shall be based on the member's daily rate of pay at the time of retirement.

b. Severance payment on this basis shall be made only after the member makes actual application to retire under the applicable Ohio retirement system. Payment on this basis shall be considered to eliminate all sick leave credit accrued by the member at that time. Such payment shall be made only once to any member. This payment is to be made upon evidence of approval of retirement benefits by the retirement system and verification from the employee that the first check has been received. Payment will not, however, be made at the time of an employee's resignation from the Board prior to settlement.

c. Deductions for said payments shall be in accordance with law.

d. In the event of death of a bargaining unit member, the severance pay due would be payable to the member's estate. In case of death, the bargaining unit member must be eligible for survivor benefits under the provisions set by the State Teachers Retirement System. In this instance, payment will be made within sixty (60) days following the death of the bargaining unit member.

6. Workers' Compensation

Any member who is injured in the line of duty shall receive such compensation and expenses as are prescribed by the Workers' Compensation Laws of the State of Ohio.

7. Mileage

Any travel by a member in the Mapleton Local Schools who uses his/her personal vehicle (car, truck) shall be reimbursed by the Board at the IRS rate that was in effect January 1 of that calendar year per mile driven. This includes travel between buildings and any other uses of the member's personal car approved by the Board and/or Administration.

8. Compensation for Loss of Preparation Periods

Members will not be required to secure their own substitute.

Members who surrender regularly scheduled preparation periods to perform the function of a substitute will be compensated at a rate of Twenty-Five Dollars ($25.00) for each surrendered preparation period. The provision shall include elementary teachers who assume responsibility for their class as a result of the special teacher, i.e., music, art, not being available to take responsibility for the class at the previously scheduled time.

9. STRS Salary Reduction Pick-up

a. The Treasurer shall contribute to the State Teachers Retirement System (STRS), in addition to the Board's required employer contribution, an amount equal to each member's contribution in lieu of payment to such member. The amount contributed by the Board on behalf of the member shall be treated as a mandatory salary reduction from the contract salary otherwise payable to such members.

A member's deferred salary shall be equal to that percentage of said member's total annual salary which is required by STRS to be paid as an

employee contribution by said member and shall be paid by the Board to STRS on behalf of said member as a "salary reduction pick-up".

b. The Board shall compute and remit its employer contributions to STRS based upon the total contract salary, including the "pick-up." For federal and state of Ohio income tax purposes, the member's gross income is reduced by the amount of the "pickup" contribution. The Board shall compute income tax withholding based upon gross income as reported to the respective tax authorities.

c. The "pick-up" shall be included in the member's total contracted salary for the purpose of computing daily rate of pay, for determining salary adjustments to be made due to absence, or for any other similar purpose.

d. The "pick-up shall be a uniform percent for all bargaining unit members and it shall apply to all payroll payments made after the effective date of this provision and shall not be at the individual member's option.

e. The current taxation or deferred taxation of the "pick-up" is determined solely by the Internal Revenue Service (IRS) and compliance with this section does not guarantee that the tax on the "pick-up" will be deferred. If the IRS or other governmental entity declares the "pick-up" not to be tax deferred, this section shall be null and void and the STRS contribution procedure in place prior to the effective date of this provision shall be in effect.

10. Board Reimbursement of the Costs of Background Checks

Beginning with the effective date of the Master Agreement, the Board of Education will provide bargaining unit members access related to state and federal background checks required by the Ohio Revised Code without cost. New hires will be required to pay Fifty Dollars ($50.00) for background checks provided by the Board, if they use our service. Subsequent background checks for new hires after being employed by the Board will be provided at no cost.

11. Substitution During a Regular Assignment

The parties agree to form a joint committee to discuss and develop a memorandum of understanding ("MOU") for equitable class coverage compensation. The MOU will become effective after ratification by both parties.

D. Supplemental Duty Contracts

1. Any member performing duties listed in the supplementary pay schedule (Appendix 13) shall receive the indicated compensation for that responsibility and

shall be issued a contract for said responsibility. Contracts shall be issued prior to the performance of any responsibilities by the member.

2. Approval and compensation for activities added between negotiations shall be determined with mutual consent of the Association and the Board and shall be in accordance with the provisions of this agreement.

3. At the end of the supplemental duty period, the principal/athletic director and the coach/advisor should have a conference to review the seasonal assignment. All supplemental contracts will be automatically non-renewed at the end of the school year.

4. Pay for Supplemental Duties

   a. The contract will be paid in two (2) installments.

   b. Those members entitled to extended time supplemental salaries shall receive that per diem salary over the twenty-four (24) pay periods during the year of entitlement.

   c. See Appendix 13 for the supplemental pay schedule.

5. All supplemental contracts that the Board intends to fill shall be posted by the mailboxes and posted on the district's website. The posting will indicate a date by which interested teachers must apply. The posting of a position does not obligate the Board to fill the position.

E. Insurance Program

1. Health Insurance

   a. Coverage

      The Board shall purchase, through a carrier licensed by the State of Ohio, health insurance coverage which meets or exceeds the specifications (see Appendix 14) for full time members now or hereinafter employed, and his or her eligible dependents. Part-time members will be eligible for such coverage on a pro-rata basis, paying his/her share of the cost of such coverage through payroll deduction. Such cost shall be calculated by comparing his/her work hours with the work hours of full-time members. Effective July 1, 2011, the plan will be changed to Consortium Health Care Plan B and Appendix 14 – Insurance Specifications Summary shall be modified to reflect Plan B.

b. Payment of Insurance Premiums - The Board will pay eighty-five percent (85%) of the family premium and eighty-five percent (85%) of the individual premium.

2. Dental Insurance

The Board shall purchase, through a carrier licensed by the State of Ohio, dental insurance coverage, which meets or exceeds the specifications (see Appendix 14) for each teacher, and his/her eligible dependents. The Board will pay eighty-five percent (85%) of the cost of such coverage.

3. Life Insurance

The Board shall provide each bargaining unit member with a term life insurance policy providing for a death benefit of twenty thousand dollars ($20,000.00).

4. General Insurance Provisions

a. Copies of Benefit Contract

The Board shall provide the Association President with one (1) copy of each signed contract entered into between the Board and the insurance company(ies) which provides the benefit(s) specified in this Contract.

Copies of existing contract(s) shall be provided to the Association within a reasonable period of time after ratification of this Contract by both parties. Copies of contracts subsequently entered into by the Board shall be provided to the Association within a reasonable period of time after they are received by the Board.

b. Copies of Benefit Descriptions

Within a reasonable period of time after the effective date of this contract, the Board shall provide each member with a written description, prepared by the carrier, of each insurance plan provided by this agreement.

c. Benefit Description for New Employees

An employee employed after the effective date of this Agreement shall be provided, at the time of employment, with a written description prepared by the carrier, of each insurance plan that provides benefits specified by this Agreement.

d. Copies of Improvements in Existing Benefits

Within a reasonable period of time after the effective date of any improvement(s) in an insurance plan provided by this Agreement, each member shall receive a written description prepared by the carrier, of the improved plan.

5. Vision Insurance

Benefits	Member Doctor[1]	Non-Member Doctor[3]
Examination	100 percent	up to $35.00
Single Vision Lenses	100 percent	up to $25.00
Bifocal Lenses	100 percent	up to $40.00
Trifocal Lenses	100 percent	up to $55.00
Lenticular Lenses	100 percent	up to $80.00
Frame	A wide selection of attractive frames are covered in full[5]	up to $35.00
Contact Lenses, Evaluation and Fitting[2]		
Necessary[4]	100 percent	up to $210.00
Elective[4]	Up to $105.00	up to $105.00

[1]When an examination and/or materials are received from a VSP member doctor, the patient will have no out-of-pocket expense other than the copayment, unless optional items are selected that the plan does not cover. Optional items may include, but are not limited to, oversize lenses (61 mm or larger), tinted or photochromic lenses, coated lenses, no-line multi-focal lenses, or a frame which exceeds the plan allowance.

[2]Contact lenses are instead of lenses and frames. The above lens allowances are for two lenses; if only one lens is needed, the allowance will be one-half of the pair allowance.

[3]Services obtained through non-member doctors are subject to the same copayments and limitations as services through VSP member doctors.

[4]VSP will determine when contact lenses are "necessary" on the same basis as with member doctors. Otherwise, the "elective" allowance will prevail.

[5]VSP's frame benefit fully covers more than half of the 42,000 frames currently available. Due to this large selection and the fact that buying habits and tastes

differ from one region to the next, frame inventories may vary from office to office. When deciding on a frame, members should ask their doctors which ones are covered in full.

Covered Expenses	Benefit Period
Examination	One in any 12-month period
Lenses (if required)	Every 24 months
Frames (if required)	Every 24 months
Maximum Benefit	See Chart on Page 44
Deductible	$5/$10 co-pay

(It has been agreed to drop the opting out of the HIPAA provision.)

6. Section 125 Plan

A Section 125 Cafeteria plan will be implemented no later than January 1, 2019.

7. Spousal Enrollment (This Spousal Enrollment Language shall not apply to any bargaining unit members employed or hired by the Board prior to January 1, 2023 and shall not apply to such members for the entire duration of their employment with the Board.)

If an employee's spouse is eligible to participate, as a current employee or retiree in group health insurance and/or prescription drug insurance available at the spouse's workplace or sponsored by his/her employer or any public retirement plan, the spouse must enroll in such workplace or employer (or public retirement plan) sponsored group insurance coverage(s).

This requirement does not apply to any spouse who is required to pay more than twenty-five percent (25%) of the single premium* to participate in his/her workplace or employer's group health insurance coverage and/or prescription drug insurance coverage. Thereafter, the twenty-five percent (25%) waiver described in this paragraph no longer applies. This requirement also does not apply to any spouse who is a retiree under a public retirement plan and enrolled in Medicare coverage.

Upon the spouse's enrollment in any such workplace or employer (or public retirement plan) sponsored group insurance coverage, that coverage will become the primary payor of benefits, and the coverage sponsored by the Board of Education will become the secondary payor of benefits.

Any spouse who fails to enroll in any group insurance coverage sponsored by his/her workplace or employer or any public retirement plan, as required by this

Section, shall be ineligible for benefits under such group insurance coverage sponsored by the Board of Education.

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

If the employee submits false information the employee may be subject to disciplinary action by the Board, up to and including termination of employment.

*Premium is defined as Funding Rates

F. Tuition Reimbursement

College tuition reimbursement will be paid to the certified employee under the following provisions.

1. Upon prior approval of the Superintendent, certified employees shall be reimbursed for one-half (1/2) of the tuition cost for additional college courses. The total annual Board of Education cost will not exceed Twenty-Five Thousand Dollars ($25,000.00) during a fiscal year. Such usage and approval will be on a first come/first serve basis. Monies not used will be returned to the general fund at the end of each fiscal year ending June 30.

2. At the time of request for approval, registration documentation must be submitted to earmark reimbursement monies.

3. College courses will be approved when such classes relate to the teaching field or certification. Reimbursement shall be forwarded to the certified employee after a transcript of the completed coursework showing an A, B, P, or S grade, or pass or fail, has been submitted. Grades and/or transcripts may be submitted by online resources.

4. Correspondence and distance learning courses will be approved for reimbursement providing the course is part of an accepted curriculum from an Ohio and/or national certified and accredited college or university system, and approved by the Ohio Department of Education. Accreditation must be at least through the North Central Accreditation of Colleges and Universities or a similar

national organization. It is the member's responsibility to show written proof of the college or university system's certification and accreditation.

5. Course work must be scheduled at times that do not interfere with the normal duties of an employee, nor should the courses conflict with supplemental assignments.

6. The annual salary will be increased to include tuition reimbursement granted in this provision. The salary increase will be paid within two pay periods after transcripts and tuition cost documentation has been submitted. The certified person receiving reimbursement must be an active employee both to receive approval and to receive reimbursement payment.

7. See Appendix 16.

ARTICLE X - PROFESSIONAL DEVELOPMENT COMMITTEE

A. Purpose

A Local Professional Development Committee (LPDC) shall be established to oversee and review professional development plans for course work, continuing education units, and/or other equivalent activities.

B. Term of Office

The remaining members of the committee shall serve staggered up to three (3) year terms. A term shall go from September to September with no more than half of the remaining members new to the committee at any one time. Any member may be reappointed for another term.

C. Continuing Composition and Selection

1. The committee shall be comprised of five (5) members as follows:

   Three (3) teachers
   One (1) principal
   Superintendent or designee

2. The three (3) teacher members shall be appointed by the MTA President. The principal member shall be selected at the discretion of the Administration.

3. In the event of a vacancy, the committee member shall be replaced in accordance with 2 above.

D. Chairperson

The committee chairperson shall be determined by majority vote of the committee members.

E. Decision Making

Decisions shall be made by majority vote of the committee members present and voting.

F. Training

Training for members of the LPDC shall be provided through the Mapleton School District.

G. Meetings

The number of release day meetings in any one (1) school calendar year shall not exceed three (3) in number. The release time is not included in the fifty (50) hours under the compensation section.

H. Compensation

A one-year stipend of one thousand two hundred dollars ($1,200.00) shall be paid to committee members per term. A term is from July 1st through June 30th. The stipend will be paid at the end of the fiscal year.

I. Appeals Process Reconsideration

If an educator disagrees with an LPDC's decision, the educator should be given an opportunity to meet with the LPDC in person to discuss the IPDP and to discuss his/her case. This discussion will also serve to help the educator gain an understanding of the perspective of the LPDC.

J. Third Party Review

If after the reconsideration process has taken place, the LPDC and the educator are still unable to come to agreement, a third party should review the decision. This panel will consist of one (1) licensed educator selected by the LPDC; one (1) licensed educator selected by the educator; and one (1) licensed educator agreed upon by the above two (2). All three (3) licensed educators must be employees of the Mapleton Local School District. These three (3) individuals then function as a panel to review the LPDC decision and either uphold it or overturn it. Decisions made by the LPDC are not grievable.

ARTICLE XI –TEACHER RESIDENT EDUCATOR PROGRAM

The Resident Educator program shall be created by a committee comprised of Administrators, the Lead Mentor, and Mentor Teachers. Recommendations for the program shall be given to the Board and the Association for agreement with a Memorandum of Understanding. When changes to this program are mandated by law, a new Memorandum of Understanding will be entered into by the parties.

ARTICLE XII – TUTORS

A. Intervention Tutors shall be employed under a one-year limited contract which shall automatically expire without notice to the Intervention Tutors and without evaluation of the Intervention Tutors. Continuation of employment of Intervention Tutors through the offering of subsequent limited contracts, which automatically expire, shall be at the election of the Board and upon the recommendation of the Superintendent. Intervention Tutors are not eligible for a continuing contract regardless of the number of years of employment with the Board. The MTA acknowledges and expressly agrees that it is waiving certain rights under the Ohio Revised Code and the Agreement, including but not limited to: (a) waiving the right of Intervention Tutors to receive notice of non-renewal under O.R.C. §3319.02 and §3319.11 and Article V, Section G of the Agreement; (b) waiving the right of Intervention Tutors to be evaluated under O.R.C. §3319.02, §3319.11, and §3319.111 and Article V, Section C of the Agreement; and (c) waiving any rights which Intervention Tutors may have to a continuing contract under O.R.C. §3319.081 and §3319.11 and Article VIII, Section A of the Agreement.

B. Intervention Tutors shall perform the following job duties: one-on-one tutoring, small group instruction, classroom instruction, in-the-room monitoring, assisting the regular classroom teachers, and other assigned duties.

C. Intervention Tutors shall receive an annual salary equal to seventy-five percent (75%) of the BA-0 salary set forth in the Agreement's certified employee salary schedule. Intervention Tutors shall not advance any steps on the Agreement's certified employee salary schedule regardless of the number of years that they may hold such position. The MTA acknowledges and expressly agrees that it is waiving certain rights under the Ohio Revised Code and the Agreement, including but not limited to waiving the right of Intervention Tutors to receive service credit under O.R.C. §3317.13 and §3317.14 and Article IX, Sections A, B, and C of the Agreement.

D. Intervention Tutors shall receive all fringe benefits which the Agreement offers to other certified employees, including but not limited to all insurances and leaves of absence.

E. Intervention Tutors shall, at all times, possess proper state teaching licensure, a copy of which shall be provided to the Board.

F. Unless otherwise specified herein, Intervention Tutors shall be subject to and shall comply with all other terms and conditions set forth in the Agreement and all other applicable provisions of the Ohio Revised Code.

ARTICLE XIII - DURATION OF AGREEMENT

A. The terms and conditions of this Agreement shall be effective from July 1, 2024, and shall continue in full force and effect until the 30th day of June, 2027 (unless specifically stated otherwise in any section of this Agreement). However, the Board and the Association may mutually agree to extend this agreement beyond the date of expiration.

B. The Board agrees that it will not, during the period of this Agreement, officially adopt or implement any condition of employment not contained within this Agreement until such term or condition has been negotiated pursuant to this Agreement.

C. Contrary to Law

If any provision of this document or any application of the document to any certificated person or persons shall be found contrary to law, then the provision or its application shall be deemed invalid except to the extent permitted by law. At the request of the Association, the parties will meet no later than thirty (30) calendar days after the final determination of unlawfulness, to begin bargaining over its impact and to bring the Contract into compliance. All other provisions herein shall continue in full force and effect in accordance with the Collective Bargaining Agreement.

D. Cost

The cost of preparing and distributing this Collective Bargaining Agreement shall be borne by the Board.

E. In Witness Whereof, the parties executed this contract at Ashland, Ohio, on this 8th day of July, 2024.

FOR THE MAPLETON BOARD OF EDUCATION

President, Mapleton Local School District Board of Education

Superintendent

Treasurer

FOR THE MAPLETON TEACHERS' ASSOCIATION

Sandra L. Kowatch
President, Mapleton Teachers Association

Vice President, Mapleton Teachers Association

Negotiating Team Member

MAPLETON LOCAL SCHOOL DISTRICT
GRIEVANCE REPORT FORM

(To Be Filed in Triplicate)

Grievance #_____ Date Filed _____

Name of Aggrieved _____

Building _____ Assignment _____

LEVEL TWO

(Submitted to Superintendent Level)

A. Date Cause of Grievance Occurred _____

B. 1. Statement of Grievance

2. Relief Sought

_____ _____
Signature of Aggrieved Date

C. Disposition of Superintendent

_____ _____
Signature of Superintendent Date

(Use additional pages as required)

LEVEL THREE

(Submitted to Board Level)

A. Position of Aggrieved or Association

_____ _____
Signature of Aggrieved Date

B. Disposition by Board of Education

_____ _____
Signature of President of Board Date

LEVEL FOUR

(Submitted to Arbitration Level)

A. Position of Aggrieved or Association

B. Date Submitted to Arbitration _____

C. Disposition and Award of Arbitrator

_____ _____
Signature of Arbitrator Date

(Use additional pages as required)

Ohio Teacher Evaluation System | **Self-Assessment**

Self-Assessment Summary Tool

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

Name:
Date:

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	• Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations			
Standard 2: Content	• Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio's Learning Standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities			
Standard 3: Assessment	• Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting			
Standard 4: Instruction	• Alignment to school and district priorities and Ohio's Learning Standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs			
Standard 5: Learning Environment	• Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance of an environment that is conducive to learning for all students			
Standard 6: Collaboration & Communication	• Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies			
Standard 7: Professional Responsibility and Growth	• Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement			



Professional Growth Plan

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

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

Teacher Name: Evaluator Name: ☐ Self-Directed (Accomplished) ☐ Jointly Developed (Skilled) ☐ Evaluator Guided (Developing)

Choose the **Domain(s)** aligned to the goal(s).

☐ Focus for Learning
☐ Knowledge of Students
☐ Lesson Delivery
☐ Classroom Environment
☐ Assessment of Student Learning
☐ Professional Responsibilities

Goal Statement(s) Demonstrating Performance on ***Ohio Standards for the Teaching Profession***	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed

Describe the alignment to district and/or building improvement plan(s):

Comments:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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



Teacher Performance Evaluation Rubric

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

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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
					contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys*	**Planning instruction for the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language 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 instructional plan draws upon input from school professionals and outside resources.

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) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review*	**Communi-cation with students** Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.	The teacher 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 limited and may not always support student learning.	The teacher gives students substantive, specific and timely feedback to support their learning.	The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.

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

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

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference*	**Use of assessments** Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments.	The teacher makes limited use of varied assessments.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs.
		The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.	The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.	The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.	The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.
		The teacher does not share evidence of student learning with students.	The teacher shares evidence of student learning with students.	The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review*	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.

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

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Final Holistic Rating of Teacher Effectiveness—Full Evaluation

	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Formal Holistic Observation (followed by conference)	☐	☐	☐	☐
Formal Focused Observation **Focus Area(s):** ☐Focus for Learning ☐Knowledge of Students ☐Lesson Delivery ☐Classroom Environment ☐Assessment of Student Learning ☐Professional Responsibilities	☐	☐	☐	☐
Professional Growth Plan (or Improvement Plan) Goal(s): (Goal prepopulates from the earlier entry)				
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Ohio Department of Education

EachChildOurFuture

Final Holistic Rating of Teacher Effectiveness—Accomplished or Skilled Carry Forward

Professional Growth Plan Goal(s) Alignment:	**Dates:**	
Mark Domain Area(s): ☐Focus for Learning ☐Knowledge of Students ☐Lesson Delivery ☐Classroom Environment ☐Assessment of Student Learning ☐Professional Responsibilities **Focus Area(s) Comments:**	Date of Observation: Date of Conference: **Comments:**	
Professional Growth Plan Goal(s):	(Goal(s) prepopulate from previous entry)	
Progress on Professional Growth Plan Goal:	☐Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)	☐Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)
Evaluator Comments:		
Teacher Comments:		

Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal • **Carry forward from previous rating**	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐End of Cycle (Full evaluation required in the next school year)

☐Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

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

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

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

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

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

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

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Ohio Department of Education

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: General Form

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

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

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

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

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

Evaluator Summary Comments:

MAPLETON LOCAL SCHOOL DISTRICT
NON-CLASSROOM TEACHER PRE-OBSERVATION CONFERENCE
20____ - 20____

Date: _____ Building: _____

Member: _____ Administrator: _____

Classroom Observation: Date _____ Time: _____ to _____

1. What subject/skill(s) have you been working on in this class the past week? _____
_____
_____

2. What will be the content/purpose of the lesson to be observed? _____
_____
_____

3. What should the student be able to do as a result of this lesson and/or your instruction? _
_____
_____

4. How capable do you think these students are of handling this material? _____
_____
_____

5. How do you expect to involve these students in this lesson? _____
_____
_____

6. Do you expect most of the students to take part/participate? Why? _____
_____
_____

7. What materials will be used in this lesson? _____
_____
_____

8. How will you determine if the students have achieved your objective(s)? _____
_____
_____

9. I will write continuously while observing, recording what I see. Is there anything you want me to focus on while in your classroom? _____
_____
_____

_____ _____ _____ _____
Teacher Signature Date Evaluator Signature Date

MAPLETON LOCAL SCHOOL DISTRICT
NON-CLASSROOM TEACHER OBSERVATION FORM

Teacher _____ Time _____ Date _____

Classroom Topic _____ Observer _____

Each item should be rated by the evaluator using the following rating scale:

S – Satisfactory
NI – Needs Improvement
U - Unsatisfactory
NO – Not Observed

□ Formal Observation

□ Informal Observation

Observed Teacher Items

1. _____ Voice, tone, volume, grammar
2. _____ Poise--confidence
3. _____ Sense of humor
4. _____ Enthusiasm
5. _____ Knowledge of topic
6. _____ Appropriateness--Method
7. _____ Nonverbals--eye contact
8. _____ Classroom management
9. _____ Skill--explaining or demonstrating
10. _____ Questioning skill
11. _____ Positive feedback
12. _____ Involves all students
13. _____ Lesson prepared
14. _____ Classroom environment

Student Items

1. _____ All students involved
2. _____ Attentiveness--interest
3. _____ Students on task
4. _____ Positive attitudes
5. _____ Students able to conceptualize, apply and transfer
6. _____ Accepting responsibility for learning
7. _____ Respectful to teachers and others
8. _____ Students prepared--bringing necessary items to class
9. _____ Knows their expectations
10. _____ Other

Evaluator Comments and Notes:

_____	_____	_____	_____
Teacher Signature	Date	Evaluator Signature	Date

(Additional pages may be used as needed)

MAPLETON LOCAL SCHOOL DISTRICT
NON-CLASSROOM TEACHER SUMMATIVE EVALUATION FORM

1. The evaluator/Principal shall prepare a written report.

2. The report may identify commendable areas of professional performance.

3. The report may identify areas in which professional performance can be corrected, or improved. The report must indicate how the identified performance objectives may be accomplished. The report may indicate a suggested period of time in which the objective should be accomplished.

4. Evaluator and teacher may write additional comments relative to agreement or disagreement on separate pages. Copies shall be signed, shared, and attached to the final narrative report.

Evaluator/Principal Signature _____

Member's Signature _____

Conference Date: _____ Other Conference Date(s): _____ _____

TEACHER _____ CLASS _____ TIME _____ DATE _____

PERFORMANCE CRITERIA AND RATING SCALE

Each item should be rated by the evaluator using the following rating scale:

S – Satisfactory
NI – Needs Improvement
U – Unsatisfactory
NO – Not Observed

Communications:
1.____Has good volume and clarity of voice.
2.____Explains lessons and assignments clearly.
3.____Demonstrates skill in questioning and responding to questions.
4.____Isn't tied to the desk or lectern.
5.____Maintains communications with parents.
6.____Attends school functions.
7.____Projects positive school-community relations.

Discipline:
1.____Is firm and fair.
2.____Shows respect and concern for students.
3.____Shows good judgment.
4.____Maintains a learning atmosphere in the classroom.

Teaching Performance:
1.____Has lessons well prepared.
2.____Encourages student participation.
3.____Makes proper use of class time for instruction and related learning.
4.____Uses a variety of aids, techniques, and resources.
5.____Has the ability to motivate and make subject practical and meaningful.
6.____Bulletin boards and display areas are neat, meaningful, and up-to-date.
7.____Student homework is meaningful and reasonable.
8.____Promotes good work habits.
9.____Pupil evaluation is done in a fair manner.
10.___Is enthusiastic.

Human Relations:
1.____Is friendly, cheerful.
2.____Has good rapport with class.
3.____Can accept constructive criticism.
4.____Is tolerant and understanding of student's abilities, problems, and differences.

Professionalism:
1.____Has a good teaching attitude.
2.____Attends job related meeting when scheduled.
3.____Strives to find valuable new ideas and use them.
4.____Cooperates with staff and administrators.
5.____Contributes to student and faculty morale.
6.____Is punctual in fulfilling assigned duties.
7.____Maintains proper teacher-pupil relations.
8.____Possesses the skills and knowledge essential for the performance of the job.
9.____Dresses and grooms appropriately.

Evaluator Comments:

Teacher Comments:

The overall rating of the teacher's performance is _____.

_____ _____ _____ _____
Teacher Signature Date Evaluator Signature Date

(Additional pages may be used as needed.)

Mapleton Local School District
Absence Form

INSTRUCTIONS: Complete in blue or black ink. Submit to your Principal/Supervisor immediately after leave has been taken. Principal/Supervisor forward to Superintendent after approval; Superintendent forward to Treasurer after review.

Name: _____ Building: _____
(Printed)

Dates of Absence: From _____ a.m./p.m. on _____
(Time) (Date)

To _____ a.m./p.m. on _____
(Time) (Date)

Total Days _____

Purpose of Leave (as per appropriate section of the current negotiated agreement between the Mapleton Local School District Board of Education and the MTA or OAPSE Local 348):

- ☐ Sick Leave (Personal or Family Illness; Maternity)
- ☐ Personal Leave
- ☐ Professional/School Business
- ☐ Vacation
- ☐ Association Leave
- ☐ Military Duty (attach Orders)
- ☐ Jury Duty (attach Summons)
- ☐ Leave Without Pay

I hereby certify that statements made above are true and correct and meet the requirements of all laws and referenced agreements. I further acknowledge that any false statements made are grounds for disciplinary action by the Mapleton Local Board of Education.

Authorized Signatures:

_____ _____
Employee Date Submitted Principal/Supervisor Date Approved

_____
Superintendent Date Reviewed

This form will be entered electronically in KIOSK or its replacement.

APPENDIX 10

Mapleton Local School District
Request for Leave Form

Name: _____

Dates Requested: From _____ (Time) a.m./p.m. on _____ (Date)

To _____ (Time) a.m./p.m. on _____ (Date)

Total Days _____ Substitute Required? Yes _____ No _____

Purpose of Leave Requested (as permitted by the collective bargaining agreements between the Mapleton Local School Board of Education and the MTA or OAPSE Local 348):

- ☐ Sick Leave of Absence (meeting the requirements of FMLA)
- ☐ Personal Leave
- ☐ Professional (See Below)
- ☐ Vacation
- ☐ Military Duty (attach Orders)
- ☐ Jury Duty (attach Summons)
- ☐ Association Leave
- ☐ Leave of Absence Without Pay (meeting the requirements of FMLA)
- ☐ Leave of Absence Without Pay (Non-FMLA)

For use of Professional Leave:

Give a brief description of the program _____

_____

_____

Meeting Location: _____

Name of Grant that Expenses will be charged to: _____

Cost to the District:	Registration Fee:	$_____
	Mileage: _____ x IRS Rate	$_____
	Lodging:	$_____
	Meals:	$_____
	Total Estimated Expenses:	$_____

1. Prior to the meeting, complete a Purchase Requisition for meeting related costs.
2. Upon return, complete a mileage reimbursement form.

Authorized Signatures:

_____ _____
Employee Date Submitted

_____ _____
Principal/Supervisor Date Approved

_____ _____
Superintendent Date Reviewed

This form will be entered electronically in KIOSK or its replacement.

APPENDIX 11

MAPLETON LOCAL SCHOOL DISTRICT
REQUEST FOR SEVERANCE PAYMENT

Name _____ Date _____

Building or Department _____

I hereby certify that my retirement from the Mapleton Local School District was effective _____.
Month Day Year

Not desiring to have my accumulated sick leave transferred to another public agency in Ohio, I hereby request severance pay payment under the Board-Association Master Agreement.

Severance pay will be granted for one-fourth (1/4) of the professional staff member's accumulated but unused sick leave to a maximum of forty-six (46) days. Severance pay will be at the per diem rate of the eligible professional staff member and shall be payable upon the member having fulfilled the requirements of this section or at the option of the member January 1st of next following calendar year.

I request payment immediately _____

I request payment January 1st of next year _____

_____
Signature of Employee

Request Approved _____

_____
Signature of Treasurer for Board of Education

_____
Date

Evidence of approval by the State Teachers Retirement System must be presented prior to payment of severance pay. Such evidence is usually receipt of the first payment by STRS.

APPENDIX 12 (A)

MAPLETON LOCAL SCHOOL DISTRICT
SALARY INDEX

Step	BA	BA+15	BA+150	MA	MA+15	MA+30
0	1.0000	1.0394	1.0648	1.1155	1.1408	1.1662
1	1.0536	1.0815	1.1094	1.1630	1.1895	1.2159
2	1.0931	1.1236	1.1540	1.2108	1.2381	1.2655
3	1.1327	1.1656	1.1986	1.2584	1.2868	1.3152
4	1.1722	1.2077	1.2432	1.3061	1.3355	1.3649
5	1.2118	1.2498	1.2879	1.3537	1.3842	1.4146
6	1.2513	1.2919	1.3325	1.4014	1.4329	1.4643
7	1.2909	1.3340	1.3771	1.4491	1.4815	1.5140
8	1.3304	1.3761	1.4217	1.4967	1.5302	1.5637
9	1.3700	1.4182	1.4663	1.5444	1.5789	1.6133
10	1.4095	1.4603	1.5109	1.5921	1.6275	1.6631
11	1.4491	1.5023	1.5555	1.6397	1.6763	1.7127
12	1.4886	1.5444	1.6001	1.6873	1.7249	1.7625
13	1.5281	1.5865	1.6448	1.7351	1.7735	1.8121
14	1.5677	1.6285	1.6894	1.7827	1.8223	1.8618
15	1.6073	1.6706	1.7341	1.8303	1.8709	1.9115
19	1.6073	1.6706	1.7787	1.8781	1.9196	1.9611
23	1.6073	1.6706	1.7787	1.9257	1.9683	2.0109
27	1.6073	1.6706	1.7787	1.9734	2.0170	2.0606
30	1.6073	1.6706	1.7787	2.0211	2.0657	2.1103

APPENDIX 12 (B)

MAPLETON LOCAL SCHOOL DISTRICT

2024-2025 SALARY SCHEDULE

Step	BA	BA+15	BA+150	MA	MA+15	MA+30
0	37,253.31	38,721.09	39,667.32	41,556.07	42,498.58	43,444.81
1	39,250.09	40,289.45	41,328.82	43,325.60	44,312.81	45,296.30
2	40,721.59	41,857.82	42,990.32	45,106.31	46,123.32	47,144.06
3	42,196.82	43,422.46	44,651.82	46,879.57	47,937.56	48,995.55
4	43,668.33	44,990.82	46,313.31	48,656.55	49,751.80	50,847.04
5	45,143.56	46,559.19	47,978.54	50,429.81	51,566.03	52,698.53
6	46,615.07	48,127.55	49,640.04	52,206.79	53,380.27	54,550.02
7	48,090.30	49,695.92	51,301.53	53,983.77	55,190.78	56,401.51
8	49,561.80	51,264.28	52,963.03	55,757.03	57,005.01	58,253.00
9	51,037.03	52,832.64	54,624.53	57,534.01	58,819.25	60,100.77
10	52,508.54	54,401.01	56,286.03	59,310.99	60,629.76	61,955.98
11	53,983.77	55,965.65	57,947.52	61,084.25	62,447.72	63,803.74
12	55,455.28	57,534.01	59,609.02	62,857.51	64,258.23	65,658.96
13	56,926.78	59,102.38	61,274.24	64,638.22	66,068.75	67,506.72
14	58,402.01	60,667.02	62,935.74	66,411.48	67,886.71	69,358.21
15	59,877.25	62,235.38	64,600.96	68,184.73	69,697.22	71,209.70
19	59,877.25	62,235.38	66,262.46	69,965.44	71,511.45	73,057.47
23	59,877.25	62,235.38	66,262.46	71,738.70	73,325.69	74,912.68
27	59,877.25	62,235.38	66,262.46	73,515.68	75,139.93	76,764.17
30	59,877.25	62,235.38	66,262.46	75,292.66	76,954.16	78,615.66

APPENDIX 12 (C)

MAPLETON LOCAL SCHOOL DISTRICT

2025-2026 SALARY SCHEDULE

Step	BA	BA+15	BA+150	MA	MA+15	MA+30
0	38,370.91	39,882.72	40,857.34	42,802.75	43,773.53	44,748.16
1	40,427.59	41,498.14	42,568.69	44,625.37	45,642.20	46,655.19
2	41,943.24	43,113.55	44,280.03	46,459.50	47,507.02	48,558.39
3	43,462.73	44,725.13	45,991.37	48,285.95	49,375.69	50,465.42
4	44,978.38	46,340.55	47,702.72	50,116.25	51,244.35	52,372.46
5	46,497.87	47,955.96	49,417.89	51,942.70	53,113.01	54,279.49
6	48,013.52	49,571.38	51,129.24	53,772.99	54,981.68	56,186.52
7	49,533.01	51,186.79	52,840.58	55,603.29	56,846.50	58,093.56
8	51,048.66	52,802.21	54,551.92	57,429.74	58,715.17	60,000.59
9	52,568.15	54,417.62	56,263.27	59,260.03	60,583.83	61,903.79
10	54,083.80	56,033.04	57,974.61	61,090.33	62,448.66	63,814.66
11	55,603.29	57,644.62	59,685.95	62,916.78	64,321.16	65,717.86
12	57,118.94	59,260.03	61,397.29	64,743.74	66,185.98	67,628.73
13	58,634.59	60,875.45	63,112.47	66,577.37	68,050.81	69,531.93
14	60,154.08	62,487.03	64,823.82	68,403.82	69,923.31	71,438.96
15	61,673.56	64,102.44	66,539.00	70,230.28	71,788.14	73,345.99
19	61,673.56	64,102.44	68,250.34	72,064.41	73,656.80	75,249.19
23	61,673.56	64,102.44	68,250.34	73,890.86	75,525.46	77,160.06
27	61,673.56	64,102.44	68,250.34	75,721.15	77,394.13	79,067.10
30	61,673.56	64,102.44	68,250.34	77,551.45	79,262.79	80,974.13

APPENDIX 12 (C)

MAPLETON LOCAL SCHOOL DISTRICT

2026-2027 SALARY SCHEDULE

Step	BA	BA+15	BA+150	MA	MA+15	MA+30
0	39,522.04	41,079.21	42,083.07	44,086.84	45,086.74	46,090.60
1	41,640.42	42,743.09	43,845.75	45,964.13	47,011.47	48,054.85
2	43,201.54	44,406.96	45,608.43	47,853.29	48,932.24	50,015.14
3	44,766.61	46,066.89	47,371.12	49,734.54	50,856.96	51,979.39
4	46,327.74	47,730.77	49,133.80	51,619.74	52,781.68	53,943.63
5	47,892.81	49,394.65	50,900.44	53,500.99	54,706.41	55,907.88
6	49,453.93	51,058.52	52,663.12	55,386.19	56,631.13	57,872.12
7	51,019.00	52,722.40	54,425.80	57,271.39	58,551.90	59,836.37
8	52,580.12	54,386.28	56,188.48	59,152.64	60,476.63	61,800.61
9	54,145.19	56,050.16	57,951.17	61,037.84	62,401.35	63,760.91
10	55,706.32	57,714.04	59,713.85	62,923.04	64,322.12	65,729.10
11	57,271.39	59,373.96	61,476.53	64,804.29	66,250.80	67,689.40
12	58,832.51	61,037.84	63,239.22	66,685.54	68,171.57	69,657.60
13	60,393.63	62,701.72	65,005.85	68,574.69	70,092.34	71,617.89
14	61,958.70	64,361.64	66,768.53	70,455.94	72,021.01	73,582.13
15	63,523.77	66,025.52	68,535.17	72,337.19	73,941.78	75,546.38
19	63,523.77	66,025.52	70,297.85	74,226.34	75,866.51	77,506.67
23	63,523.77	66,025.52	70,297.85	76,107.59	77,791.23	79,474.87
27	63,523.77	66,025.52	70,297.85	77,992.79	79,715.95	81,439.12
30	63,523.77	66,025.52	70,297.85	79,878.00	81,640.68	83,403.36

MAPLETON LOCAL SCHOOL DISTRICT
SUPPLEMENTAL SALARY SCHEDULE

A. Members who perform co-curricular services shall receive remuneration based on the following indices of the member's regular teacher's salary (BA Step 0).

Groups

Years of Experience	I	II	III	IV	V	VI	VII	VIII
0	.200	.160	.130	.110	.080	.070	.050	.030
2	.210	.170	.140	.120	.090	.080	.055	.035
4	.220	.180	.150	.130	.100	.090	.060	.040
6	.230	.190	.160	.140	.110	.100	.065	.045
10	.240	.200	.170	.150	.120	.110	.070	.050

B. All members employed by supplemental contract by the Board shall be allowed credit for experience from another district up to a maximum of four years for comparable service, as determined by the Superintendent or his designee at the time of initial employment.

C. Any member who moves horizontally on the index because of a different supplemental contract in the same activity shall be granted a maximum of four years experience on the new supplemental contract. Any member who moves to the right on the index because of a different supplemental contract in the same activity shall be granted the same number of years on the new supplemental contract that the member would have had on the old supplemental contract.

D. The existence of any position on this listing does not imply nor require that that position shall be filled.

E. The existence of any position listed in F. Groups: will be determined by the building principal and athletic director thirty (30) days prior to the official start date of the supplemental.

F. Groups:

Group I	
H.S. Athletic Director	
Group II	
Varsity Head Football Coach	Varsity Head Basketball Coach, Girls
Varsity Head Basketball Coach, Boys	Band Director
Group III	
Varsity Head Wrestling Coach	Varsity Head Track Coach, Boys and Girls
Group IV	
Varsity Head Volleyball Coach	Varsity Head Baseball Coach
Varsity Head Cross Country Coach	Varsity Head Softball Coach
Varsity Head Golf Coach	H.S. Yearbook Advisor
Varsity Head Soccer Coach	M.S. Athletic Director
JV Football Coach	
JV Basketball Coach, Boys	
JV Basketball Coach, Girls	
Group V	
JV Volleyball Coach	JV Baseball Coach
JV Soccer Coach	JV Softball Coach
Varsity Assistant Football Coach	H.S. Faculty Manager
Varsity Assistant Football Coach	H.S. Cheerleading Advisor
Varsity Assistant Cross Country Coach	Assistant Band Director
Varsity Assistant Wrestling Coach	
Group VI	
7th Grade Football Coach	Varsity Assistant Basketball Coach, Boys
8th Grade Football Coach	Varsity Assistant Basketball Coach, Girls
7th Grade Volleyball Coach	Freshmen Basketball Coach, Boys
8th Grade Volleyball Coach	Freshmen Basketball Coach, Girls
7th / 8th Grade Cross Country	Varsity Assistant Baseball Coach
Freshman Football Coach	Varsity Assistant Softball Coach
Freshman Volleyball Coach	Varsity Assistant Track Coach
Varsity Assistant Soccer Coach	Varsity Assistant Track Coach
Varsity Assistant Volleyball Coach	7th / 8th Grade Track Coach, Boys and Girls
7th Grade Basketball Coach, Boys	7th / 8th Grade Track Coach, Boys and Girls
8th Grade Basketball Coach, Boys	High School Sweethearts
7th Grade Basketball Coach, Girls	7th / 8th Grade Cheerleading
8th Grade Basketball Coach, Girls	
7th / 8th Grade Wrestling Coach	

Group VII	
High School Drama Director	Middle School Robotics Coach
Junior/Senior Prom Advisor	H.S. Robotics Coach
Junior Class Advisor	Academic Challenge Coach
H.S. Industrial Arts Club Advisor	National Honor Society Advisor
H.S. Student Council Advisor	National Junior High Honor Society
Group VIII	
Choir Accompanist	Middle School Drama Director
Choir Director	H.S. Assistant Drama Director
Senior Class Advisor	Elementary Yearbook Advisor
Sophomore Class Advisor	Middle School Yearbook Advisor
Freshman Class Advisor	Middle School Student Council Advisor
Middle School Science Fair Advisor	Art Club Advisor
H.S. Science Fair Advisor	College Club Advisor
Language Club Advisor	Spelling Bee Advisor
	Strength and Conditioning Coach (Fall, Winter, Spring and Summer)
Additional Supplemental Positions	
Lead Mentor - $1,000 per school year	HQSD - $150 per meeting up to $600 per year
Mentor(s) - $800 per school year	LPDC - $150 per meeting up to $1200 per school year
	Friday School Monitor - $20 per hour

MAPLETON LOCAL SCHOOL DISTRICT
SCHEDULE OF MEDICAL BENEFITS

The updated Schedule of Medical Benefits will become effective July 1, 2023.

A. Medical Benefits Schedule

1. This schedule will be in effect until June 30, 2023.

BENEFITS	PPO	NON-PPO
CALENDAR YEAR DEDUCTIBLE Per Person Per Family **Deductibles for PPO and non-PPO will not apply toward each other. The Deductible applies to all charges unless shown herein as being waived.**	 $250 $500	 $500 $1,000
MAXIMUM OUT-OF-POCKET PER CALENDAR YEAR (excluding Deductible) Per Person **Maximum Out-of-Pocket amounts for PPO and non-PPO will not apply toward each other**	$400 Medical $100 Prescription	$2,000
LIFETIME MAXIMUM BENEFIT	Unlimited	
BENEFIT PERCENTAGE PAYABLE Unless shown herein with a different percentage	80%	60%
ELECTIVE STERILIZATION & ABORTION	80% after deductible	Not Covered
EMERGENCY CARE	80% after deductible	
HOME HEALTH CARE (max of 120 visits/cal year)	80% after deductible	60% after deductible
SKILLED NURSING FACILITY (max of 60 days per calendar year)	80% after deductible	60% after deductible
CHIROPRACTIC SERVICES (limits are cross-applied)	80% after deductible, limited to 20 visits per cal year	60% after deductible, limited to 10 visits per cal year
COVERED WELLNESS PROCEDURES	100%; deductible waived	Not Covered
TEMPOROMANDIBULAR JOINT DYSFUNCTION	80% after deductible	Not Covered
RETAIL AND MAIL ORDER PRESCRIPTION DRUG BENEFIT	80%, deductible waived	

PRE-ADMISSION NOTIFICATION IS RECOMMENDED FOR ALL NON-EMERGENCY HOSPITAL ADMISSIONS.
POST-ADMISSION NOTIFICATION IS RECOMMENDED FOR ALL EMERGENCY ADMISSIONS.

2. This schedule will become effective on July 1, 2023.

BENEFIT	IN NETWORK	OUT OF NETWORK
Deductible	**$500 individual/$1,000 Family**	**$1,000 Individual/$2,000 family**
Coinsurance Limit	**$400 per person**	**$2,000 per person**
Out of Pocket Max	**$900 Individual/$12,700 family**	**$3,000/Unlimited**
Coinsurance	**80/20%**	**60/40%**
Office Visit Primary Care	**$25 per visit**	**40% after deductible**
Office Visit Specialist	**$50 per visit**	**40% after deductible**
Preventive Care	**No Cost, Deductible Waived**	**40% after deductible**
Urgent Care	**$75 Co-pay**	**40% after deductible**
Chiropractic Benefit 12 visits	**Deductible, then 20%**	**40% after deductible**
In Patient Services	**20% after deductible**	**40% after deductible**
Out Patient Services	**20% after deductible**	**40% after deductible**
Prescription Coverage		
Generic	**$10 – 30 / $30 – 90 day**	**40% after deductible**
Brand Name	**$40 – 30 / $80 – 90 day**	**40% after deductible**
Non-Brand Name	**$60 – 30 day / $120 – 90 day**	**40% after deductible**
Specialty Drug	**$150 – 30 day supply only**	**40% after deductible**
Emergency Room	**$250 Co-pay**	**40% after deductible**
PPO Network	**Super Med+**	**40% after deductible**

PRE-ADMISSION NOTIFICATIONS RECOMMENDED FOR ALL NON-EMERGENCY HOSPITAL ADMISSIONS.

POST-ADMISSION NOTIFICATION IS RECOMMENDED FOR ALL EMERGENCY ADMISSIONS.

B. Dental Insurance

1. Class I - Preventative and Diagnostic (No Deductible) (Paid at UCR)

   a. Routine Oral Exams (Once every six [6] months)
   b. Teeth Cleaning (Once every six [6] months)
   c. Fluoride Treatments (Once every twelve [12] months)
   d. Emergency Pain Treatments
   e. Space Maintainers
   f. Diagnostic X-rays
   g. Tests and Laboratory Exams
   h. Co-insurance amount - one hundred percent (100%)

2. Class II - Basic Restorative ($25/$50 deductible)

   a. Fillings - Amalgams, Silicate, Acrylic
   b. Root Canal Therapy
   c. Treatment of Gum Disease

d. Repair of Bridgework and Dentures
e. Extractions and Oral Surgery
f. General Anesthesia - Only if medically necessary
g. Co-insurance Amount - eighty percent (80%) of reasonable and customary charges

3. Class III - Major Restorative ($25/$50) deductible)

a. Inlays, Onlays, Gold Fillings, or Crown Restorations
b. Initial Installation of Fixed Bridgework
c. Installation of Partial or full, Removable Dentures
d. Replacement of Existing Bridgework on Dentures
e. Co-insurance Amount - fifty percent (50%) of reasonable and customary charges

(For Classes, I, II, and III, there is a calendar year maximum of $1,000 per person.)

4. Class IV - Orthodontia (No deductible)

a. Full Banded Orthodontic Treatment
b. Appliance for Tooth Guidance
c. Appliance to Control Harmful Habits
d. Retention Appliances - not in connection with full banded treatment
e. Co-insurance amount - fifty percent (50%) of reasonable and customary charges

(For Class IV benefits, there is a lifetime maximum of $1,000 per person.)

C. The above is only a general summary of insurance coverage provided. The coverage required shall be in accordance with Article IX, Section E of this Agreement.

MAPLETON LOCAL SCHOOL DISTRICT
VOLUNTARY TRANSFER FORM

This form is only to assist you in a voluntary transfer if an opening should arise in which you have an interest. Please complete this form and turn it in to your building principal with all other end of year forms. Each building is required to submit forms to the Superintendent.

Name: _____

Address & Summer Address: _____

_____

Phone: _____

Choose one:

_____ I do not wish a transfer of any kind at this time.

_____ I am interested in a transfer to _____only.

_____ I wish to be made aware of any openings in my area of certification. I am certificated for _____.

It should be understood that this is only an interest survey and not binding in any way.

Request No. _____

Date _____

MAPLETON LOCAL SCHOOL DISTRICT
REQUEST FOR ADDITIONAL TRAINING REIMBURSEMENT

Name _____

Building _____

Course Name _____

Course Number _____

Relationship to Your Field _____

Course Site/Institution _____

Projected Cost _____

I understand that I must present documentation of successful (equivalent to A or B) completion of this course to receive the reimbursement.

_____
Signature

Submit with copy of class registration directly to the Superintendent.

Approved:_____ _____
Superintendent

Disapproved:_____ _____
Date

MAPLETON LOCAL SCHOOL DISTRICT
ASSAULT LEAVE

Name _____ Date _____

School _____

Assault leave has been taken in accordance with ORC 3319.143 and the Assault Leave Policy of the Agreement between the Mapleton Local Board of Education and the Mapleton Teachers' Association.

_____ day(s) of assault leave was/were taken beginning at _____ on
time

_____/_____, 20____ and ending at _____
day month time

on _____/_____, 20____.
day month

The following information must be stated:

Duration of Medical Attention _____

Name of Physician _____

Office Address _____

_____
Unit Member's Signature

_____
Principal

_____
Superintendent

This form will be entered electronically in KIOSK or its replacement.

OHIO SCHOOL COUNSELOR EVALUATION SYSTEM (OSCES) EVALUATION FORMS

The Mapleton Local School District will utilize all the evaluation forms found at the Ohio Department of Education website on the Ohio School Counselor Evaluation System (OSCES) web page. Both paper and electronic copies of the applicable forms will be provided to all counselors in the Mapleton Local School District. Only completed paper copies need to be provided to the evaluator.

All applicable OTES 2.0 forms agreed to by the OTES 2.0 Committee shall be incorporated into the Negotiated Agreement by reference.

OTES 2.0 PRE-CONFERENCE QUESTIONS

The questions provided are intended to guide thinking and conversation. All questions will not apply to all observations. The purpose of the pre-observation conference is to promote communication, understanding and reflection of professional practices. Educators may choose to write responses or discuss their responses. Evaluators may want to enter notes as a record of their conversation with the Educator.

Instructional Planning

FOCUS FOR LEARNING

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

KNOWLEDGE OF STUDENTS

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

Instruction and Assessment

LESSON DELIVERY

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

CLASSROOM ENVIRONMENT

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

ASSESSMENT OF STUDENT LEARNING

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

Professionalism

PROFESSIONAL RESPONSIBILITIES

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