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COLLECTIVE BARGAINING AGREEMENT BETWEEN THE

UPPER SANDUSKY EDUCATION ASSOCIATION

AND THE

BOARD OF EDUCATION OF THE

UPPER SANDUSKY EXEMPTED VILLAGE SCHOOL DISTRICT

JULY 1, 2024– JUNE 30, 2027

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ARTICLE I -
COLLECTIVE BARGAINING PROCEDURES

A. Recognition

The Board of Education of the Upper Sandusky Exempted Village School District (hereafter "Board") hereby recognizes the Upper Sandusky Education Association, (hereafter "Association"), an affiliate of the Ohio Education Association and the National Education Association, as the exclusive bargaining representative of all regularly employed full-time and part-time certificated personnel (excluding supervisory, management-level, and confidential employees and employees in other bargaining units) for purposes of collective bargaining as defined in Chapter 4117 of the Ohio revised Code.

Throughout this Agreement the term "certificated" personnel means an employee who possess a valid certificate or educator license under Section 3319.22 of the Ohio Revised Code.

B. Negotiations Procedure

1. Scope of Bargaining - Negotiable matters shall be all matters pertaining to wages, hours, or terms and conditions of employment and the continuation, modification or deletion of an existing provision of this Agreement.

2. Request for Negotiations - If either party desires to negotiate for a successor agreement, it shall notify the other party in writing no sooner than one hundred twenty (120) days, and no later than sixty (60) days, prior to the expiration of this Agreement. Notification from the Association shall be served on the Superintendent, and notification from the Board shall be addressed to the Association President.

3. Negotiations Meetings - The initial meeting shall be held within (15) days after the request has been submitted, unless both parties agree to an extension. At this initial meeting, both parties shall submit their proposals in such written detail that the proposals, if agreed to by the other party, would express the whole agreement between the parties with respect thereto. Thereafter neither party shall submit additional items except with the consent of the other party.

   Before adjournment of each meeting, the time, place, and agenda for the next session shall be agreed upon. All negotiations shall be in private between both parties.

4. Representation - Neither party shall have any control over the selection of the negotiating representatives of the other party. The parties may each be represented by a maximum of five (5) representatives.

a. The parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations.

5. Exchange of Information - The Board and Superintendent agree to furnish the Association upon request both prior to and during negotiations all regularly and routinely prepared information concerning the financial resources of the District. The Association agrees to furnish upon request all available information on its proposals.

6. Ratification of Agreement

   a. As tentative agreement is reached on items, the agreement shall be reduced to writing and initialed by each party. Such initialing shall not be construed as final agreement until all items have been resolved.

   b. When tentative agreement has been reached on all issues, a compete draft of the proposed new agreement shall be prepared jointly for review by both parties. When the parties have determined that the draft is accurate and complete, but no later than five (5) work days after tentative agreement is reached, the proposed new agreement shall be submitted to the Association for its ratification. The Association shall take action no later than five (5) work days after the review of the draft is completed. If ratified by the Association, the proposed agreement then shall be presented to the Board for ratification no later than five (5) work days after the Association's ratification.

   c. When approved by both parties, three (3) copies of the final Agreement shall be signed on behalf of the parties. One (1) copy shall be retained by the Board, one (1) by the Association, and one (1) sent to the State Employment Relations Board.

C. Impasse Procedure

The parties have established the following mutually agreed upon dispute resolution procedure that supersedes and replaces the statutory procedures set forth in Section 4117.14 of the Ohio Revised Code.

If agreement is not reached on all items, the Association or the Board may request that the unresolved issues be submitted to mediation. Within five (5) days of the request, the parties will request the Federal Mediation and Conciliation Service to appoint a mediator. The period of mediation shall last no longer than the expiration of this Agreement or thirty (30) days from the assignment of a mediator, whichever comes first, unless such time periods are mutually extended by the parties to a certain date.

D. Amendment Procedure

The terms and conditions of this Agreement shall remain in effect for the term of the contract unless altered by mutual consent of the parties. It is recognized, however, that matters previously unforeseen or not negotiated may arise which are proper subject(s) of bargaining. It shall, therefore be possible to amend this Agreement through written amendment properly signed and ratified by each party. The party desiring to initiate discussion of an amendment may do so by written request to the other party. A meeting for such purpose shall be held within ten (10) days of the request.

E. Management Rights and Responsibilities

1. Except as otherwise specified in this Agreement, the Board retains the following rights and responsibilities:

    a. Determine matters of inherent managerial policy which include, but are not limited to areas of discretion or policy such as the functions and programs of the Board standards of services, its overall budget, utilization of technology, and organizational structure;

    b. Direct, supervise, evaluate, or hire employees;

    c. Maintain and improve the efficiency and effectiveness of governmental operations;

    d. Determine the overall methods, process, means, or personnel by which governmental operations are to be conducted;

    e. Suspend, discipline, demote, or discharge for just cause, or lay off, transfer, assign, schedule, promote, or retain employees;

    f. Determine the adequacy of the work force;

    g. Determine the overall mission of the employer as a unit of government;

    h. Effectively manage the work force;

    i. Take actions to carry out the mission of the Board as a governmental unit.

2. The Board is not required to bargain on the subjects reserved to management in the preceding paragraph as they affect wages, hours, terms and conditions of employment and the continuation, modification or deletion of an existing provision of this Agreement.

ARTICLE II -
GRIEVANCE PROCEDURE

A. Procedural Steps

"Grievance" means a claim by a bargaining unit member(s) or the Association of a violation misinterpretation, or misapplication of a specific term(s) of this Agreement. This procedure shall be the sole and exclusive means for processing any claim that constitutes a grievance.

Teachers are encouraged to discuss grievances with the proper member(s) of the administrative staff with full assurance that such discussion shall in no way prejudice their status with the school system.

To assure a prompt and thorough consideration of any such grievance, the procedure set forth below shall be followed:

Step I

Within fifteen (15) work days following an incident giving rise to a grievance, the teacher shall first discuss the matter, either personally or accompanied by an Association representative, with his/her principal or immediate supervisor who shall endeavor to effect a solution.

Step II

If the grievance is not resolved within five (5) work days after the discussion at Step 1, the teacher may, within twenty (20) work days following the incident giving rise to the grievance, present to the principal or immediate supervisor a written claim in quadruplicate on a form (see Appendix A) supplied by the Association. This form will be available from the Association building representative. Within five (5) work days after receipt of such claim the principal or immediate supervisor shall indicate the disposition of the grievance by completing the appropriate portion of the grievance from and returning one (1) copy to the Superintendent, one (1) copy to the teacher, and one (1) copy to the Association representative.

Step III

If the grievant is not satisfied with the disposition of the grievance in Step II, he/she may, within five (5) work days after receipt of the disposition above, submit a written appeal in quadruplicate to the Superintendent. The teacher shall have the right to request a hearing before the Superintendent. Such hearing shall be conducted within five (5) work days after receipt of such request. The teacher shall have the option of inviting a representative to be

with him/her at the time the grievance is discussed. The Superintendent shall take action on the appeal of the grievance within five (5) work days after the receipt of the appeal, or, if a hearing is requested, within five (5) work days after the hearing. The action taken and the reasons for the action shall be reduced to writing and copies sent to the teacher, the building principal or immediate supervisor, and the Association representative.

Step IV

If the grievant is not satisfied with the deposition of the grievance through Step III, he/she may, within five (5) work days following the receipt of such disposition, submit a written appeal in duplicate to the Board. The teacher shall have the right to request a hearing and shall have the right to invite a representative to be with him/her. Upon receipt of such a request the Board will set a date for the hearing before a committee of the Board and notify the teacher as to the time and place of such a hearing. This hearing must take place within ten (10) work days of receipt of the appeal. The action taken by the Board and reasons there for will be given in writing within five (5) work days of the hearing and copies sent to the Superintendent, the building principal or immediate supervisor, the teacher, and the Association representative.

Step V

If the grievant is not satisfied with the disposition in Step IV, he/she may request a hearing before an arbitrator within five (5) work days after the receipt of the disposition at Step IV. If the Association agrees to submit the grievance to arbitration, it shall notify the Board of its intent to proceed to arbitration within five (5) work days after the receipt of the disposition at Step IV. If the Association agrees to submit the grievance to arbitration, it shall notify the Board of its intent to proceed to arbitration with five (5) work days after receipt of the grievant request. Within fifteen (15) work days following receipt of the grievant request for arbitration, the Superintendent or his/her designated representative shall mutually petition the Federal Mediation and Conciliation Service to provide both parties with a list of seven (7) names. Each grievance will be separately submitted to arbitration. A second list may be requested by either party. The arbitrator shall be selected by the alternate strike method.

Once the arbitrator has been selected, he/she shall conduct a hearing on the grievance. Provided, however, that either party may raise a question of arbitrability before the hearing. If a question of arbitrability is raised, the arbitrator shall determine whether he/she has jurisdiction upon the parties written submissions. The arbitrator shall not proceed to hold a hearing until he/she has determined the grievance is arbitrable, unless a disputed question of fact exists which is essential to resolving the issue of arbitrability.

The arbitrator shall hold the necessary hearing promptly. The decision of the arbitrator, if within the limits of his/her authority set forth herein, shall be binding on the Board, the Association and the grievant. Binding arbitration shall be the sole and exclusive remedy

for any alleged violation of the Agreement. If an issue is not arbitrable, then any and all other remedies permitted by law will be available to the grievant.

The arbitrator shall not have the authority to add to, subtract from or modify any of the provisions of this Agreement, nor add to, detract from or modify the language herein. The arbitrator shall not have any authority to rule contrary to the law of the State of Ohio except where this Agreement supersedes State law in accordance with Section 4117.10(A) of the Ohio Revised Code. The arbitrator shall expressly confine himself/herself to the precise issue(s) submitted and shall have no authority to decide any issue(s) not submitted.

The arbitrator shall not interfere with management prerogatives involving the Board's discretion except as otherwise agreed in this Agreement. He/she shall not limit or interfere with the powers, duties and responsibilities of the Board under Article I, Section E. of this Agreement, applicable law, and State and Federal regulations having the force and effect of law except as otherwise agreed in this Agreement. No grievance shall be arbitrated together with any other grievance except by mutual consent of the parties.

The Federal Mediation and Conciliation Service's administrative fees and fees and expenses of the arbitrator shall be shared equally by the parties and each party shall bear the cost of its own representatives.

B. General Conditions

The number of days indicated at each step is considered a maximum. However, time limits may be extended by written agreement. The term "work days" shall include weekdays (Monday through Friday) during the summer recess when schools are not in session except for legal holidays.

If no response to a grievance is made within the stipulated time limits, the teacher may, within ten (10) work days of the deadline for such response, file the grievance at the next step.

If the teacher does not file a grievance or an appeal within the time limits specified above for each step, then the grievance shall be considered waived.

All communications regarding grievances shall be reduced to writing and hand delivered or mailed by certified mail, return receipt requested. The Administration shall provide the Association President (or designee) with copies of all communications.

If a grievance arises from an alleged violation of this Agreement that affects rights of the Association, the Association President or designee shall file such grievance. If the grievance is not resolved informally, the Association shall begin the formal procedure at Step III, within twenty (20) work days following the occurrence of the incident giving rise to the grievance.

Bargaining unit members allegedly aggrieved who wish to file a grievance shall sign the grievance. The Association may them process the grievance on behalf of the entire group. If a grievance is filed by one (1) or more members allegedly harmed, any relief granted shall apply to all affected bargaining unit members. Where the grievance concerns an action above the principal or supervisor's level, the grievance shall be filed at Step III.

Hearings relative to this grievance procedure shall be conducted in such manner as not to conflict with the regularly scheduled school day for the teacher or teachers involved, except as may be arranged with the approval of the administrator involved.

A teacher engaged during the school day on behalf of the Association with any representative of the Board in any grievance shall be released from regular duties without loss of salary. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

The Association has the right to be present at the adjustment of any and all grievance.

See following pages for Grievance Forms

UPPER SANDUSKY SCHOOL DISTRICT
GRIEVANCE PROCEDURE FORM

Aggrieved Person, Persons, and/or Association _____

_____

Address_____ Phone_____

School_____ Principal _____

Date Grievance Occurred _____Date of Formal _____

Person or Persons to Whom Grievance is Directed_____

_____

Statement of Grievance: _____

_____

_____

_____

What part of the definition of grievance is violated? Set forth the language and source violated.

_____

_____

_____

Action Required: _____

_____

Have you discussed this with your immediate supervisor? _____ Yes _____No

_____ _____

Grievant Date

Step II (Formal) Decision _____

_____

_____

_____ _____

Date Signature of Administrative Representative

Step III (Formal) Decision _____

_____

_____

_____ _____

Date Signature of Administrative Representative

_____

Signature of Aggrieved and/or Association Representative*

Step IV (Formal) Decision _____

_____

_____

_____

_____ _____

Date Signature of Administrative Representative

_____

Signature of Aggrieved and/or Association Representative*

WHERE DECISION REQUIRES ADDITIONAL SPACE, ATTACH PAGES AS NECESSARY.

*Signature of the aggrieved and/or Association representative indicates only receipt and not necessarily agreement with the decision.

ARTICLE III -
LEAVES (PAID OR UNPAID)

A. Sick Leave

1. Definition of Sick Leave

    a. Sick leave shall be defined as leave from duty for a limited number of days subject to the provisions of this Agreement.

    b. Each full-time employee must be paid for all time lost when the schools are closed due to an epidemic or other public calamity.

    c. Sick leave shall only be used upon approval of the responsible administrator. Each employee shall furnish a written signed statement on forms prescribed by the Board to justify the use of sick leave. In addition, the Superintendent may ask an employee for further information when he has reason to believe the sick leave request is not justified.

2. Cumulative Sick Leave

    a. In accordance with Section 3319.141 of the Ohio Revised Code each full-time employee of the Board shall accrue one and one-fourth (1.25) days sick leave with pay for each month of completed service, or a total of *fifteen* (15) days per year. Unused sick leave shall be cumulative from year to year to 280 days. Each new employee shall be granted five (5) days of sick leave when he/she has begun his/her duties of full-time employment. These five (5) days shall be part of the total number of cumulative days to which the employee shall be entitled for the first year of employment.

3. Transfer of Sick Leave

    a. An employee who transfers from another school system or any public agency in Ohio to employment with the Board shall have his unused accumulated sick leave credited to his/her present place of employment. The Board will accept transfer of sick leave up to the maximum cumulative days indicated in Paragraph 2 above. It is the responsibility of the employee transferring sick leave to file a certified record of unused sick leave with the Treasurer.

4. Acceptable Reason for Use of Sick Leave

    a. Illness, injury, medical appointment, exposure to contagious disease, pregnancy, or death when affecting the employee or a member or the of the employee's household; or serious illness or death in the employee's immediate family.

b. Immediate family shall be interpreted to include father, mother, brother, sister, spouse, child, parent-in-law, grandparent, aunt, uncle, or any member of the household who has clearly stood in the same relationship with the employee including step-relations (with approval of the Superintendent). Serious illness shall mean a grave or severe sickness which requires a family member to be the caregiver where there is no other family member other than the employee to assist the member of the immediate family.

Absence due to death in the immediate family of an employee shall not exceed five (5) work days unless this limitation is specifically waived by the Superintendent. When a waiver is granted, the exact number of days shall be determined by the family relationship and the circumstances surrounding the death. If the immediate family of the spouse is ill or dies, sick leave is limited to a maximum of three (3) days.

c. Leave may be granted to attend the funeral of grandparents, grandchildren niece, nephew, first cousin, aunt, uncle, brother-in-law, sister-in-law, daughter in-law, son-in-law, or step-relations, upon approval of the Superintendent. The time shall be limited to two (2) days. Additional time not to exceed two (2) days shall be granted without loss of pay when it is necessary to travel in connection with the death of a relative.

5. Absences not Chargeable to Sick Leave

a. If an employee is subpoenaed to appear in a court or administrative hearing to which the employee is not a party, the amount of the witness fee shall be deducted from the salary of the employee. The certified amount of the fee signed by the employee must be submitted or full salary for the period of absence shall be deducted.

b. Should the employee be a party to the court, or administrative hearing, no salary shall be paid the employee for the period of absence, unless the employee is taking personal leave under Section C of this Article for the day.

c. All employees are eligible for jury duty. The Board shall pay a full-time employee the difference between the employee's regular compensation that received by the employee for serving as a juror. The jury duty voucher or a copy must be submitted to the Treasurer upon returning to work. The employee may retain any mileage or meal allowance provided by the court and no deduction for these shall be made from the employee's compensation.

6. Forfeiture of Cumulative Sick Leave

a. An employee whose employment is severed by resignation, retirement, removal or any other cause, forfeits all unused days of sick leave until such time when he/she may be re-employed by the Board or finds employment in another public agency in Ohio.

7. An employee who takes sick leave on a given day shall give advance notice to his/her principal or supervisor if the employee will report for a supplemental contract duty on that day.

8. An employee suspected of developing a pattern of sick leave abuse will be so notified by his/her principal or supervisor and may be required to provide medical verification for future absences if the pattern continues.

B. Assault Leave

1. Notwithstanding the provisions of Section 3319.141 of the Ohio Revised Code, the Board will grant assault leave to employees absent due to a disability resulting from assault under the following conditions:

    a. Any employee who must be absent due to a disability or psychological injury accompanying actual physical injury resulting from an assault while engaged in school-related activities, on or off school premises, before, during, or after school hours, will be paid his/her full scheduled compensation for the period of absence.

    Assault shall be defined as an unlawful action resulting in bodily injury to an employee. Unless precluded from doing so by a disability, the employee shall make an appropriate police referral and extend all reasonable cooperation and assistance in bringing the assailant(s) to justice.

    b. The employee shall furnish to the Superintendent a written, signed statement describing the circumstances and events surrounding the assault, including the location, date and time of the assault, plus names and addresses of witnesses, if known.

    c. The employee shall also furnish a written, signed statement from a physician as to the nature of the disability, its possible duration, and the need to be absent from school.

    The Board reserves the right to have the employee examined by the Board's physician, at Board expense.

    If there is a conflict between the employee's physician and the Board-appointed physician, the employee and Board shall mutually appoint a third physician to examine the employee with the cost to be shared equally by the Board and the Association. The third physician's determination shall be binding.

    d. Upon receiving the statements referred to in Paragraphs 3 and 4 above, the Superintendent shall review the statements and conduct any further investigation deemed advisable prior to determining if assault leave should be granted to an employee. The Superintendent's decision is final, with the further understanding that

his/her decision will not overturn the third physician's determination (if any) under Paragraph 4 above.

e. Assault leave shall not be charged against sick leave earned or earnable by the employee. Assault leave shall be granted back to the first day of the disability.

C. Personal Leave

1. Subject only to the provisions appearing below, all employees shall be eligible for three (3) unrestricted personal leave days per school year. Requests for personal leave must, except in case of emergency, be made to the immediate supervisor at least twenty-four (24) hours prior to such leave. The personal day shall not be taken immediately before or after a holiday unless prior permission has been granted by the Superintendent.

   a. Up to two (2) personal leave days shall be banked/carried forward automatically to the subsequent year allowing for a maximum of five (5) days total for future use by an employee.

   b. No personal leave days may be taken after May 15 unless special circumstances approved by the Principal are pre-approved, if possible, two (2) weeks in advance of the requested date of the leave.

   c. Only one (1) personal leave day may be taken in May unless special circumstances approved by the Superintendent are pre-approved, if possible, two (2) weeks in advance of the requested date of the leave.

   d. Personal days not used or banked by an employee can be paid to the employee as a stipend in the amount of $200 per day.

      The employee will complete and submit the Personal Leave Payment Form not later than the final teacher workday to be eligible for payment under this section. Payment will be made by the Board on or before July 31st. Personal Leave Payment Form follows on page 15.

D. Professional Leave

1. No more than three (3) leaves shall be approved under this Section for a particular employee in a given school year, exclusive of any leaves initiated or requested by the Administration. Professional leave may be granted to attend meetings, conferences, and workshops directly related to the employee's assignment. A maximum of two (2) days in the case of a head coach or advisor, and one (1) in all other cases, may be taken in connection with each extra-curricular assignment or for attendance at athletic clinics and tournaments and up to two (2) delegates to attend the OEA Representative Assembly for one (1) day each school year.

Requests for professional leave shall be submitted to both the Superintendent and the employee's immediate supervisor at least one (1) week in advance utilizing the form following this section. All reimbursable expenses must be listed (using a good faith estimate if the precise amount is not known) as a condition of reimbursement. Any additional days taken for attendance at athletic tournaments, workshops or in connection with extra-curricular assignments must be charged to personal leave, except where coaches have participants in OHSAA tournaments which shall not be charged to any leave. Each request shall specify the date(s), location, and nature of the function. Such request shall then be forwarded to the Superintendent for action. If a request is rejected at this level, the employee shall be given written notification.

2. At the time a request for professional leave is approved, an employee will be informed of the maximum amount of expenses that will be paid by the Board. Reimbursable expenses may include registration fees, lodging, parking, meals (subject to a cap of $30.00 for a full-day professional leave only, with the further understanding that reimbursement does not apply to tips or alcoholic beverages), and actual mileage at the rate approved in Article 4, Section F. Upon return from the professional leave, an employee shall complete the expense voucher portion of the Professional Leave Form and submit it to the Treasurer.

3. The Board shall set aside for professional leave, exclusive of athletic and extra-curricular activities, a total of twelve thousand five-hundred dollars ($12,500) per fiscal year July 1 through June 30) for use by bargaining unit employees. These funds shall be divided among the school buildings on a per-pupil basis. The distribution shall be equally divided into two (2) parts, July 1 through December 31 and January 1 through June 30 during the fiscal year. Funds not expended during the first part shall be carried over into the second part, but no remainder of funds will be rolled over into the subsequent fiscal year. It is mutually understood that monies allocated for this purpose may come from any source available to the Board, including federal, state, or other grants or funds earmarked for professional development, or the general fund.

4. When an employee has been directed to attend a professional meeting by the Superintendent or immediate supervisor, the expenses for such leaves will not be applied to the funds referred to in Paragraph 3 above.

5. Upon return from the professional leave, an employee shall submit a written summary to the immediate supervisor reflecting information gained during the professional leave. By mutual agreement of the employee and immediate supervisor, the employee may make a presentation to appropriate other staff members.

See pages 16-17 for Professional Leave Forms

USEVS Personal Leave Payment Form

According to Article III, Section C of the Negotiated Agreement, employees can elect to bank and/or receive a stipend of $200 per day for unused personal days. To receive payment for unused personal days, employees must complete and submit this form to the **Treasurer's Office** no later than the final teacher workday of the school year. If no form is submitted, available personal days will be banked as provided in the contract and unused days will be forfeited.

Employee's Name _____

Building _____

Current Number of Personal Days: _____

Personal Days to be Banked for Following Year: _____
Maximum 2 personal days may be banked

Personal Days to be Paid as Stipend: _____

Total Stipend to be Paid ($200/day): _____

I understand that by submitting this form, my remaining personal days from the current school year will be banked and/or paid as I have instructed above.

_____

Employee Signature Date

_____

FOR CENTRAL OFFICE USE ONLY

UPPER SANDUSKY EXEMPTED VILLAGE SCHOOLS
PROFESSIONAL LEAVE FORM

NAME _____ SCHOOL _____

NAME OF MEETING _____

LOCATION OF MEETING _____ DATES OF ATTENDANCE _____

IS A SUBSTITUTE REQUIRED? _____ NUMBER OF DAYS _____

ESTIMATED EXPENSES:

REGISTRATION $_____ TRANSPORTATION $_____ PARKING $ _____

MEALS $ _____ LODGING $ _____ OTHER $ _____

ESTIMATED TOTAL $_____

WHY ARE YOU INTERESTED IN ATTENDING THIS CONFERENCE? _____

_____

EMPLOYEE SIGNATURE _____ DATE _____

PRINCIPAL SIGNATURE _____ DATE _____

SUPERINTENDENT SIGNATURE _____ DATE _____

_____ Approved _____ Denied _____
(Reason for Denial)

ACTUAL REIMBURSEMENT: (ATTACH RECEIPTS)

REGISTRATION $_____ TRANSPORTATION $_____ PARKING $ _____

MEALS $ _____ LODGING $ _____ OTHER $ _____

ACTUAL TOTAL $_____

MAXIMUM REIMBURSEMENT $_____

FUNDING SOURCE: _____Building Allocation _____General Fund _____Athletic Fund
_____Extracurricular _____Federal _____Grant _____Other

_____
EMPLOYEE SIGNATURE

(Revision: 10/19/19)
Filed in Contract
Blue

PROFESSIONAL LEAVE
REPORT FORM

NAME _____ SCHOOL _____

NAME OF MEETING _____

DATE OF ATTENDANCE _____

LOCATION OF MEETING _____

1. The major theme of this activity was _____

   _____

2. The following will be useful in my classroom _____

   _____

3. Would this activity be of interest to other teachers? (Why or Why not? _____

   _____

4. I could do a presentation as a result of attending this activity. _____

   _____

   _____

_____ _____

Teacher Signature Date Submitted

File in Forms
Blue

E. Family Medical Leave

Each employee of the district shall be entitled to up to 12 weeks of leave under the Family Medical Leave Act. The employee will use any available paid leave concurrent with Family Medical Leave.

F. Leaves of Absence of Any Kind

As a general rule, all leaves of absence except those involving emergencies should have the prior approval of the appropriate building principal or the superintendent. When known by the employee and except in emergency situations, an employee must complete leave request paperwork prior to leave being taken or used. If at all possible, no longer than 5 days should pass before completing leave of absence paperwork, including most emergency situations. Teachers should obtain any and all leave forms from their building principal. All FMLA forms for extended leave should be completed in consultation with the human resources coordinator for the school district.

G. Unpaid Leaves of Absence

A leave of absence without pay shall be granted by the Board when the purpose of the request is for personal illness or disability. A leave of absence without pay may be granted by the Board for educational, professional, or child care leave.

An employee desiring such a leave will be required to present a written request to the Superintendent not later than Monday prior to the next regularly scheduled Board meeting. Such request shall include the date the leave is to commence and the anticipated date of return. The Superintendent will report all properly submitted requests to the Board at its regularly scheduled meeting.

Leaves for child care, upon approval by the Board, will be increments of one (1) semester. The minimum length will be one (1) semester or the balance remaining of the semester of application; however, a shorter or longer length of time may be approved by the Board.

No unpaid leave for educational, professional or child care shall exceed two (2) consecutive semesters inclusive of the semester in which the leave begins.

Employees will be reinstated from a leave of absence at the time agreed upon when the leave was granted. Upon return from leave, a teacher shall resume the contract status held prior to such leave and will be returned to a position similar to the one held prior to going on leave.

Where the group insurance policy permits, an employee on leave of absence may continue to participate in those benefits which are provided to other employees by payment of the full monthly group rate for such benefits to the Treasurer at least fifteen (15) days prior to the due date of said monthly premiums.

For purposes of the federal Family and Medical Leave Act, the twelve-month period during which an eligible employee may use up to twelve (12) weeks of unpaid leave is a rolling twelve-month period measured backward from when the employee uses leave under the Act.

A bargaining unit member may be absent without pay for up to ten (10) consecutive work days, subject to the approval of the Superintendent. Such absence will be limited to one (1) occurrence during any given school year and dependent upon available substitutes and impact on the continuity of instruction.

H. Absence on Professional Development Days

Planned sick leave or personal leave generally may not be used on a professional development day. If an employee must be absent because of illness, a doctor's certificate may be required. If there is a pattern of habitual absences on professional development days or the scheduling of doctor's appointments on such days appears to be non-emergency, non-attendance on such days will not be considered acceptable by the administration. Personal leave also may not be used on a professional development day except for an extraordinary and unavoidable reason, and such leave requires the prior approval of the Superintendent. If, however, it might be arranged for a tape to be viewed on a professional development day, an employee may, when special circumstances are involved, and with prior superintendent permission, be granted use of planned sick and/or personal leave.

I. Sick Leave Donation Program

In the event of a catastrophic event, pregnancy, or situation involving a staff member and/or his immediate family, the Association President and the Superintendent may need to set up a sick leave donation plan.

The minimum guidelines of such a plan shall be:

a. The employee must exhaust his or her own sick and personal leave first;

b. Donations from an employee must be made in whole day increments up to five (5) days per request;

c. The employee who is using donated sick leave will not earn additional sick leave while receiving the donated leave days; and

d. The employee who is using donated sick leave must use the sick leave in increments of at least one (1) day.

ARTICLE IV -
SALARIES AND FRINGE BENEFITS

A. Salary Schedule

Effective July 1, 2024, the starting salary shall be $40,345.

Effective July 1, 2025, the starting salary shall be $41,555.

Effective July 1, 2026, the starting salary shall be $42,802.

The salary schedules follow this section.

In addition to compensation as detailed in the salary schedule, each bargaining unit member shall receive an annual stipend of $1,500 per year. This stipend will be payable in 26 bi-weekly installments in conjunction with regular payroll disbursements. This provision will automatically renew for each succeeding year unless removed through negotiations between the Board and the Association.

UPPER SANDUSKY EXEMPTED VILLAGE SCHOOLS
Teacher's Salary Schedule
Effective July 1, 2024

Base: $40,345 3% increase

Years of Service	Index	Non-Degree	Index	BA	Index	BA+20	Index	MA	Index	MA+20
0	0.86300	34,818	1.00000	40,345	1.05000	42,362	1.10000	44,380	1.15000	46,397
1	0.89700	36,189	1.04000	41,959	1.09800	44,299	1.15400	46,558	1.20800	48,737
2	0.93100	37,561	1.08000	43,573	1.14600	46,235	1.20800	48,737	1.26600	51,077
3	0.96500	38,933	1.12000	45,186	1.19400	48,172	1.26200	50,915	1.32400	53,417
4	0.99900	40,305	1.16000	46,800	1.24200	50,108	1.31600	53,094	1.38200	55,757
5	1.03300	41,676	1.20000	48,414	1.29000	52,045	1.37000	55,273	1.44000	58,097
6	1.06700	43,048	1.24000	50,028	1.33800	53,982	1.42400	57,451	1.49800	60,437
7	1.10100	44,420	1.28000	51,642	1.38600	55,918	1.47800	59,630	1.55600	62,777
8	1.13500	45,792	1.32000	53,255	1.43400	57,855	1.53200	61,809	1.61400	65,117
9	1.16900	47,163	1.36000	54,869	1.48200	59,791	1.58600	63,987	1.67200	67,457
10	1.16900	47,163	1.40000	56,483	1.53000	61,728	1.64000	66,166	1.73000	69,797
11	1.16900	47,163	1.44000	58,097	1.57800	63,664	1.69400	68,344	1.78800	72,137
12	1.16900	47,163	1.44000	58,097	1.57800	63,664	1.74800	70,523	1.84600	74,477
15	1.16900	47,163	1.48000	59,711	1.62600	65,601	1.80200	72,702	1.90400	76,817
18	1.16900	47,163	1.50000	60,518	1.65000	66,569	1.82900	73,791	1.93300	77,987
20	1.16900	47,163	1.52000	61,324	1.67400	67,538	1.85600	74,880	1.96200	79,157
26	1.16900	47,163	1.60000	64,552	1.77000	71,411	1.96400	79,238	2.07800	83,837
30	1.16900	47,163	1.65000	66,569	1.83000	73,831	2.03150	81,961	2.15050	86,762

UPPER SANDUSKY EXEMPTED VILLAGE SCHOOLS
Teacher's Salary Schedule
Effective July 1, 2025

Base: $41,555 3% increase

Years of Service	Index	Non-Degree	Index	BA	Index	BA+20	Index	MA	Index	MA+20
0	0.86300	35,862	1.00000	41,555	1.05000	43,633	1.10000	45,711	1.15000	47,788
1	0.89700	37,275	1.04000	43,217	1.09800	45,627	1.15400	47,954	1.20800	50,198
2	0.93100	38,688	1.08000	44,879	1.14600	47,622	1.20800	50,198	1.26600	52,609
3	0.96500	40,101	1.12000	46,542	1.19400	49,617	1.26200	52,442	1.32400	55,019
4	0.99900	41,513	1.16000	48,204	1.24200	51,611	1.31600	54,686	1.38200	57,429
5	1.03300	42,926	1.20000	49,866	1.29000	53,606	1.37000	56,930	1.44000	59,839
6	1.06700	44,339	1.24000	51,528	1.33800	55,601	1.42400	59,174	1.49800	62,249
7	1.10100	45,752	1.28000	53,190	1.38600	57,595	1.47800	61,418	1.55600	64,660
8	1.13500	47,165	1.32000	54,853	1.43400	59,590	1.53200	63,662	1.61400	67,070
9	1.16900	48,578	1.36000	56,515	1.48200	61,585	1.58600	65,906	1.67200	69,480
10	1.16900	48,578	1.40000	58,177	1.53000	63,579	1.64000	68,150	1.73000	71,890
11	1.16900	48,578	1.44000	59,839	1.57800	65,574	1.69400	70,394	1.78800	74,300
12	1.16900	48,578	1.44000	59,839	1.57800	65,574	1.74800	72,638	1.84600	76,711
15	1.16900	48,578	1.48000	61,501	1.62600	67,568	1.80200	74,882	1.90400	79,121
18	1.16900	48,578	1.50000	62,333	1.65000	68,566	1.82900	76,004	1.93300	80,326
20	1.16900	48,578	1.52000	63,164	1.67400	69,563	1.85600	77,126	1.96200	81,531
26	1.16900	48,578	1.60000	66,488	1.77000	73,552	1.96400	81,614	2.07800	86,351
30	1.16900	48,578	1.65000	68,566	1.83000	76,046	2.03150	84,419	2.15050	89,364

UPPER SANDUSKY EXEMPTED VILLAGE SCHOOLS
Teacher's Salary Schedule
Effective July 1, 2026

Base: $42,802 3% increase

Years of Service	Index	Non-Degree	Index	BA	Index	BA+20	Index	MA	Index	MA+20
0	0.86300	36,938	1.00000	42,802	1.05000	44,942	1.10000	47,082	1.15000	49,222
1	0.89700	38,393	1.04000	44,514	1.09800	46,997	1.15400	49,394	1.20800	51,705
2	0.93100	39,849	1.08000	46,226	1.14600	49,051	1.20800	51,705	1.26600	54,187
3	0.96500	41,304	1.12000	47,938	1.19400	51,106	1.26200	54,016	1.32400	56,670
4	0.99900	42,759	1.16000	49,650	1.24200	53,160	1.31600	56,327	1.38200	59,152
5	1.03300	44,214	1.20000	51,362	1.29000	55,215	1.37000	58,639	1.44000	61,635
6	1.06700	45,670	1.24000	53,074	1.33800	57,269	1.42400	60,950	1.49800	64,117
7	1.10100	47,125	1.28000	54,787	1.38600	59,324	1.47800	63,261	1.55600	66,600
8	1.13500	48,580	1.32000	56,499	1.43400	61,378	1.53200	65,573	1.61400	69,082
9	1.16900	50,036	1.36000	58,211	1.48200	63,433	1.58600	67,884	1.67200	71,565
10	1.16900	50,036	1.40000	59,923	1.53000	65,487	1.64000	70,195	1.73000	74,047
11	1.16900	50,036	1.44000	61,635	1.57800	67,542	1.69400	72,507	1.78800	76,530
12	1.16900	50,036	1.44000	61,635	1.57800	67,542	1.74800	74,818	1.84600	79,012
15	1.16900	50,036	1.48000	63,347	1.62600	69,596	1.80200	77,129	1.90400	81,495
18	1.16900	50,036	1.50000	64,203	1.65000	70,623	1.82900	78,285	1.93300	82,736
20	1.16900	50,036	1.52000	65,059	1.67400	71,651	1.85600	79,441	1.96200	83,978
26	1.16900	50,036	1.60000	68,483	1.77000	75,760	1.96400	84,063	2.07800	88,943
30	1.16900	50,036	1.65000	70,623	1.83000	78,328	2.03150	86,952	2.15050	92,046

B. Supplemental Salary Schedule

Persons contracted to serve in extra-curricular positions shall be paid according to the Supplemental Salary Schedule that follows this section.

Supplemental contracts will be paid in equal installments over the course of the school year (or over the remaining pays in the school year if the supplemental contract is awarded after the start of the year) in accordance with Section E of this Article.

However, in the case of a seasonal supplemental contract position (for example, basketball or baseball coaching positions), the employee may opt in writing to be paid in one lump-sum payment at the end of the season. The seasonal employee's annual supplemental contract will contain an election form under which the employee may check which method of payment is preferred; if no selection is specified, payment will be made in accordance with the first sentence of this Section. If the employee does not complete the duration of the supplemental contract because of unforeseen circumstances such as leaves or termination, it is mutually understood that the Board may recoup any salary paid in advance to the holder of the supplemental contract. If the duties are performed in part, the salary will be prorated.

The salaries for positions listed on the Supplemental Salary Schedule shall be calculated as follows:

a. No experience - percentage multiplied by the BA Step 1 salary

b. One (1) year experience - percent times BA Step 2 salary

c. Two (2) years experience - percent times BA Step 3 salary

d. Three (3) years experience - percent times BA Step 4 salary

e. Four (4) years experience – percent times BA Step 5 salary

f. Five (5) years experience – percent times BA Step 6 salary

g. Six (6) years experience – percent times BA Step 7 salary

h. Seven (7) years experience – percent time BA Step 8 salary

See following pages for Supplemental Positions and Salary Schedule

Upper Sandusky Exempted Village Schools

Supplemental Positions

July 1, 2024 – June 30, 2027

ATHLETICS

Football	
HS Head Coach	16
HS Assistant Coach (4)	10
9th Grade Head Coach	9
9th Grade Assistant Coach	8.5
8th Grade Head Coach	8
8th Grade Assistant Coach	7.5
7th Grade Head Coach	8
7th Grade Assistant Coach	7.5
Soccer	
Boys Head Coach	11
Boys Assistant Coach	7
Girls Head Coach	11
Girls Assistant Coach	7
Volleyball	
HS Head Coach	11
HS Assistant Coach	7
8th Grade Head Coach	6
7th Grade Head Coach	6
Cross Country	
HS Head Coach	11
HS Assistant Coach (if 16+ runners)	7
MS Head Coach	5
MS Assistant Coach (if 16+ runners)	4
Golf	
Boys Head Coach	11
Girls Head Coach	11
Tennis	
Boys Head Coach	11
Boys Assistant Coach (if 12+players)	7
Girls Head Coach	11
Girls Assistant Coach (if 12+ players)	7
Weight Training	
Coordinator	10
Wrestling	
HS Head Coach	12
HS Assistant Coach	8
MS Head Coach	6
MS Assistant Coach	4
Baseball	
Head Coach	11
Assistant Coach	7
Basketball	
Boys Head Coach	16
Boys Assistant Coach	10
Boys Reserve Coach	10
Boys 9th Grade Head Coach	9
Boys 8th Grade Head Coach	8
Boys 7th Grade Head Coach	8
Girls Head Coach	16
Girls Assistant Coach	10
Girls Reserve Coach	10
Girls 8th Grade Head Coach	8
Girls 7th Grade Head Coach	8
Track	
HS Boys Head Coach	11
HS Boys Assistant Coach	7
MS Boys Head Coach	6
MS Boys Assistant Coach	4
HS Girls Head Coach	11
HS Girls Assistant Coach	7
MS Girls Head Coach	6
MS Girls Assistant Coach	4
Softball	
Head Coach	11
Assistant Coach	7
Swimming	
Head Coach	11
Assistant Coach (2)*	7
Bowling	
HS Bowling Head Coach	11
Intramurals	
HS Director	2
MS Director	2
Cheerleading	
HS Advisor	11
HS Assistant Advisor	7
MS Advisor	6
Field Lines (All Seasons)	11
MS Athletic Director	16

*2nd Assistant Swimming Coach will only be filled if there are 30 or more swimmers on the team.

MUSIC/ARTS

Instrumental Music	
HS Band Director	16
HS Assistant Director	5
MS Band Director	5
HS Majorette Advisor	5
HS Flag Line Advisor	5
HS Jazz Band	2
MS Jazz Band	2
Summer Instrumental Music (2)	6
Vocal Music	
HS Choir	12
MS Choir	5
HS Accompanist (co-teacher)	2
HS Accompanist (non-staff)	10
HS Jazz/Show Choir	4
Basketball Band	
High School Boys	2
High School Girls	2
Middle School	2
Drama	
Fall Play Director	6
Fall Play Assistant Director	3
Fall Play Business Manager	1
Fall Play Lighting/Tech	1
Fall Play Sets	2
HS Musical Director	8.5
HS Musical Assistant Director	5
HS Musical Pit Director	5
HS Musical Business Manager	2
HS Musical Sets	2
HS Musical Props/Costumes/Makeup	2
HS Musical Lighting/Tech	2
Cabaret Lighting/Tech	0.5
Drama Club	2
6th Grade Musical	4

CO-CURRICULAR

Student Council (non-administrators)	
HS Advisor	8
MS Advisor	3
Webmaster	
High School	3
Upper Sandusky MS	2
Union Elementary	2
East Elementary School	2
South Elementary School	2
Local Prof Development Committee	
Member (5)	$600
Miscellaneous	
Art Club	2
HS Chess Club	2
MS Chess Club	2
High School Yearbook	6.5
National Honor Society	2
MS Power of the Pen	2
Prom Advisor	6
HS Quiz Bowl	5
MS Quiz Bowl	5
Spanish Club	2
STEM Club (Grade 3-8)	5
HQSD Committee Members	$600
Dyslexia Multidisciplinary Team (DMT) Member	$500
MTSS Committee Member	$500
BLT/DLT (non-administrators)	
Per Meeting	$25

Upper Sandusky Exempted Village Schools
Supplemental Positions
July 1, 2024 – June 30, 2027

EXTENDED SEASON PAY – LUMP SUM

Athletics

Football Season Head Coach	1.0%	
Football Season Coordinators/Assistants	0.5%	Paid if the season is extended into the playoffs
Cheer Coach and MB Director/Assistant	0.5%	
All Other Seasons Head Coaches	1.0%	
All Other Seasons Assistant Coaches	0.5%	Paid if the season is extended past the first level of
Cheer Coach	0.5%	tournament play

Extended Season Pay will be paid the appropriate percentage at the applicable step on the Supplemental Salary Schedule.

It is mutually understood that:

**in areas where multiple contracts are offered, the total number of contracts is indicated in parentheses.*
**in any case where a team/activity is not fielded/held during the year, no contract will be paid.*
**extended season pay will be a lump sum payment after the season is completed.*

EXTENDED CONTRACT DAYS

Guidance Counselor

HS 9-10	20 Days
HS 11-12	20 Days
MS	20 Days

District Testing Coordinator

District Testing Coordinator	Up to 10 Days

Upper Sandusky Exempted Village Schools
Supplemental Salary Schedule

Effective July 1, 2024

%	STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
	$41,959	$43,573	$45,186	$46,800	$48,414	$50,028	$51,642	$53,255
0.50	$210	$218	$226	$234	$242	$250	$258	$266
1.00	$420	$436	$452	$468	$484	$500	$516	$533
2.00	$839	$871	$904	$936	$968	$1,001	$1,033	$1,065
3.00	$1,259	$1,307	$1,356	$1,404	$1,452	$1,501	$1,549	$1,598
3.50	$1,469	$1,525	$1,582	$1,638	$1,694	$1,751	$1,807	$1,864
4.00	$1,678	$1,743	$1,807	$1,872	$1,937	$2,001	$2,066	$2,130
5.00	$2,098	$2,179	$2,259	$2,340	$2,421	$2,501	$2,582	$2,663
6.00	$2,518	$2,614	$2,711	$2,808	$2,905	$3,002	$3,099	$3,195
6.50	$2,727	$2,832	$2,937	$3,042	$3,147	$3,252	$3,357	$3,462
7.00	$2,937	$3,050	$3,163	$3,276	$3,389	$3,502	$3,615	$3,728
7.50	$3,147	$3,268	$3,389	$3,510	$3,631	$3,752	$3,873	$3,994
8.00	$3,357	$3,486	$3,615	$3,744	$3,873	$4,002	$4,131	$4,260
8.50	$3,567	$3,704	$3,841	$3,978	$4,115	$4,252	$4,390	$4,527
9.00	$3,776	$3,922	$4,067	$4,212	$4,357	$4,503	$4,648	$4,793
10.00	$4,196	$4,357	$4,519	$4,680	$4,841	$5,003	$5,164	$5,326
11.00	$4,615	$4,793	$4,970	$5,148	$5,326	$5,503	$5,681	$5,858
12.00	$5,035	$5,229	$5,422	$5,616	$5,810	$6,003	$6,197	$6,391
13.00	$5,455	$5,664	$5,874	$6,084	$6,294	$6,504	$6,713	$6,923
14.00	$5,874	$6,100	$6,326	$6,552	$6,778	$7,004	$7,230	$7,456
15.00	$6,294	$6,536	$6,778	$7,020	$7,262	$7,504	$7,746	$7,988
16.00	$6,713	$6,972	$7,230	$7,488	$7,746	$8,004	$8,263	$8,521

Upper Sandusky Exempted Village Schools
Supplemental Salary Schedule

Effective July 1, 2025

%	STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
	$43,217	$44,879	$46,542	$48,204	$49,866	$51,528	$53,190	$54,853
0.50	$216	$224	$233	$241	$249	$258	$266	$274
1.00	$432	$449	$465	$482	$499	$515	$532	$549
2.00	$864	$898	$931	$964	$997	$1,031	$1,064	$1,097
3.00	$1,297	$1,346	$1,396	$1,446	$1,496	$1,546	$1,596	$1,646
3.50	$1,513	$1,571	$1,629	$1,687	$1,745	$1,803	$1,862	$1,920
4.00	$1,729	$1,795	$1,862	$1,928	$1,995	$2,061	$2,128	$2,194
5.00	$2,161	$2,244	$2,327	$2,410	$2,493	$2,576	$2,660	$2,743
6.00	$2,593	$2,693	$2,793	$2,892	$2,992	$3,092	$3,191	$3,291
6.50	$2,809	$2,917	$3,025	$3,133	$3,241	$3,349	$3,457	$3,565
7.00	$3,025	$3,142	$3,258	$3,374	$3,491	$3,607	$3,723	$3,840
7.50	$3,241	$3,366	$3,491	$3,615	$3,740	$3,865	$3,989	$4,114
8.00	$3,457	$3,590	$3,723	$3,856	$3,989	$4,122	$4,255	$4,388
8.50	$3,673	$3,815	$3,956	$4,097	$4,239	$4,380	$4,521	$4,663
9.00	$3,890	$4,039	$4,189	$4,338	$4,488	$4,638	$4,787	$4,937
10.00	$4,322	$4,488	$4,654	$4,820	$4,987	$5,153	$5,319	$5,485
11.00	$4,754	$4,937	$5,120	$5,302	$5,485	$5,668	$5,851	$6,034
12.00	$5,186	$5,385	$5,585	$5,784	$5,984	$6,183	$6,383	$6,582
13.00	$5,618	$5,834	$6,050	$6,267	$6,483	$6,699	$6,915	$7,131
14.00	$6,050	$6,283	$6,516	$6,749	$6,981	$7,214	$7,447	$7,679
15.00	$6,483	$6,732	$6,981	$7,231	$7,480	$7,729	$7,979	$8,228
16.00	$6,915	$7,181	$7,447	$7,713	$7,979	$8,244	$8,510	$8,776

Upper Sandusky Exempted Village Schools
Supplemental Salary Schedule

Effective July 1, 2026

%	STEP 0	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
	$44,514	$46,226	$47,938	$49,650	$51,362	$53,074	$54,787	$56,499
0.50	$223	$231	$240	$248	$257	$265	$274	$282
1.00	$445	$462	$479	$497	$514	$531	$548	$565
2.00	$890	$925	$959	$993	$1,027	$1,061	$1,096	$1,130
3.00	$1,335	$1,387	$1,438	$1,490	$1,541	$1,592	$1,644	$1,695
3.50	$1,558	$1,618	$1,678	$1,738	$1,798	$1,858	$1,918	$1,977
4.00	$1,781	$1,849	$1,918	$1,986	$2,054	$2,123	$2,191	$2,260
5.00	$2,226	$2,311	$2,397	$2,483	$2,568	$2,654	$2,739	$2,825
6.00	$2,671	$2,774	$2,876	$2,979	$3,082	$3,184	$3,287	$3,390
6.50	$2,893	$3,005	$3,116	$3,227	$3,339	$3,450	$3,561	$3,672
7.00	$3,116	$3,236	$3,356	$3,476	$3,595	$3,715	$3,835	$3,955
7.50	$3,339	$3,467	$3,595	$3,724	$3,852	$3,981	$4,109	$4,237
8.00	$3,561	$3,698	$3,835	$3,972	$4,109	$4,246	$4,383	$4,520
8.50	$3,784	$3,929	$4,075	$4,220	$4,366	$4,511	$4,657	$4,802
9.00	$4,006	$4,160	$4,314	$4,469	$4,623	$4,777	$4,931	$5,085
10.00	$4,451	$4,623	$4,794	$4,965	$5,136	$5,307	$5,479	$5,650
11.00	$4,897	$5,085	$5,273	$5,462	$5,650	$5,838	$6,027	$6,215
12.00	$5,342	$5,547	$5,753	$5,958	$6,163	$6,369	$6,574	$6,780
13.00	$5,787	$6,009	$6,232	$6,455	$6,677	$6,900	$7,122	$7,345
14.00	$6,232	$6,472	$6,711	$6,951	$7,191	$7,430	$7,670	$7,910
15.00	$6,677	$6,934	$7,191	$7,448	$7,704	$7,961	$8,218	$8,475
16.00	$7,122	$7,396	$7,670	$7,944	$8,218	$8,492	$8,766	$9,040

C. Pay Periods

A teacher's annual salary shall be paid in twenty-six (26) equal installments by direct electronic deposit to the employee's authorized account(s). Each employee may have a maximum of three (3) financial institutions or three (3) accounts within a financial institution in which to direct-deposit their regular pay, exclusive of any payroll deductions that may go to financial institutions. All direct-deposit notifications will be done via email to the employee. Each employee may designate up to three (3) email addresses to receive notification.

Paydays shall be every other Friday with the initial pay date to be established as the first Friday on which it would be legally possible to issue same.

No more often than once every five (5) years, the Treasurer may utilize a pay period of up to three (3) weeks in order to avoid a 27th pay in a fiscal year. In no case shall there be less than two (2) weeks between paydays. This 3-week hiatus between pays, when it occurs, will happen between the last regularly scheduled payday in June and the first payday in July. The Treasurer will give written notice of the hiatus at least ninety (90) days before it occurs.

The Treasurer shall normally distribute salary notices to each employee no later than July 1 for the succeeding school year. However, when the salary schedule for the succeeding year has not been agreed upon by July 1, the Treasurer shall then distribute salary notices within thirty (30) days after the new salary schedule has been established.

D. Contract Termination Payment

Teachers leaving the District at the end of the regular school year may request the payment of the salary due in a lump sum at the end of the regular school year.

E. Payroll Deductions

1. Annuities - The Board will accept applications from employees that the Board substitute payments in accordance with such applications to qualified insurance companies in lieu of the payment of such amounts as salaries to such employees. Written requests for diversion of salary to annuity contracts must be in the hands of the Treasurer before September 15. Request for diversion of salary for annuities at other times during the contract year will not be accepted. A new annuity carrier must have a minimum of ten percent (10%) of employees in the bargaining unit for this provision to apply.

2. Association Dues - Payroll deductions shall be made twice a month for Association dues (USEA/OEA/NEA/NWOEA) during the months of November through August, i.e. twenty (20) deductions. An individual employee may signify that he/she desires continuous payroll dues deduction. Such deduction shall be on a continuous basis from year to year thereafter unless revoked by the employee in writing to the Treasurer (with a copy to the Association President and Association Treasurer) during the first fifteen (15) days of any subsequent school year.

3. Credit Union - Payroll deductions shall be made for all employees who authorize same for purposes of diverting a portion of their salaries into any chartered credit union.

4. Health Insurance - Any employee having health insurance with companies who approved by the Board may have their premiums paid by payroll deductions.

5. Optional Life Insurance - Payroll deductions will be made for those employees who elect to purchase life insurance in addition to that provided by the Board.

6. Hold Harmless Provision - The Association agrees to hold the Treasurer harmless and assumes the sole responsibility to resolve all problems arising out of the payroll dues deduction procedures providing the Treasurer acted in good faith and in accordance with the terms of the above-stated procedures. If for any reason the Treasurer fails to make a duly authorized deduction for any employee as provided by the terms of this Agreement, the deduction shall be made from the employee's next pay after the error has been called to the Treasurer's attention by the Association.

F. Mileage Reimbursement

Mileage expenses shall be paid at the rate of $0.60 per mile.

G. Hourly Rates

An L.D. Tutor shall be paid on the appropriate horizontal training column and vertical experience step of the regular teachers' salary schedule. An L.D. Tutor's regularly scheduled work year will include the four (4) in-service/teacher workdays specified on the District's school year calendar with each such day to consist of the employee's normal number of daily work hours. All summer school teachers and other tutors shall be paid an hourly rate calculated by dividing the base (BA at Step 0) salary on the teacher's salary schedule by 1350.

H. Period Substituting

Any employee who is requested and agrees to substitute, during their conference/planning period, for an absent employee shall be reimbursed forty dollars ($40.00) per period.

At the time the teacher agrees to substitute, the principal will complete the appropriate District form so the teacher can receive reimbursement at the end of the pay period. The teacher will receive a copy of the District form within two (2) working days after the teacher substituted.

I. Severance Pay

1. A bargaining unit member who has been an employee of the State, a political subdivision, or any combination thereof, for at least ten (10) years and who elects to retire from active service shall be paid for one-fourth (25%) of his/her accrued but unused sick leave to a maximum of sixty-five (65) days.

2. To Qualify for Severance Pay

    a. A letter of resignation/retirement must be submitted to qualify for severance pay.

    b. Once an employee meets State Teachers Retirement System retirement qualifications, he/she may retire at any point during the school year. The employee must supply the district's treasurer with retirement verification information.

    c. Payment will be made with sixty (60) days after verification of the first retirement payment. Payment for sick leave on this basis shall be considered to eliminate all sick leave credit accumulated by the employee at the time.

    d. If an employee with ten (10) or more years of service with the District dies prior to retirement, the amount of severance pay to which the employee would have been entitled shall be paid to the estate of the employee.

J. Insurance Benefits

1. Medical Insurance

    Beginning January 1, 2025, the Board will offer four (4) Major Medical insurance choices as detailed in the following section.

    The Board shall continue to provide medical and prescription drug insurance benefits for bargaining unit employees and their dependents to age 26.

    Allocation of the monthly cost between the Board and employee shall be shared 85% by the Board and 15% by the employee.

    For employees who regularly work less than full-time, the Board's contribution to the monthly premium shall be reduced proportionately from the amount otherwise payable by the Board under Paragraph 1 of this Section. If the employee elects insurance coverage under this Section, the employee shall pay the difference between the Board contribution and the actual premium by payroll deduction. An employee regularly scheduled to work less than half-time shall not be entitled to a Board contribution under this Section, but may

elect to purchase the insurance fringe benefit solely at his/her expense during the enrollment period applicable to the benefit.

See page 35 Medical Benefits Summary

See page 36-37 for details of Medical Plan A

See pages 38-39 for details of Medical Plan B

See page 40-41 for details of Medical Plan C

2. Dental Insurance

The Board shall continue to provide current dental insurance benefits for bargaining unit. Allocation of the monthly cost between the Board and employee shall be shared 85% by the Board and 15% by the employee. For employees who regularly work less than full-time the Board's coverage contribution to the monthly premium shall be reduced proportionately. If the employee elects insurance coverage under this Section, the employee shall pay the difference between the Board contribution and the actual premium through payroll deduction. An employee regularly scheduled to work less than half-time shall not be entitled to a Board contribution under this Section, but may elect to purchase the insurance fringe benefit solely at his/her expense during the enrollment period applicable to the benefit.

See page 42-43 for details of Dental Coverage

Medical Plans Summary Page

Medical Insurance
Beginning January 1, 2025, the Board will offer four Major Medical Insurance Choices...

Single Coverage	Plan A	Plan B	Plan C	Plan D – NEW
Deductible Single/Family	$300/$600	$750/$1.500	$3,200/$6,400	$2,000/$4,000
Co-Insurance % Co-Insurance Max	90% $1,700/$3,400	80% $1,500/$3,000	100% $3,200/$6,400	80% N/A
Office Visit Co-Pays	$20 Co-Pay	$20/$40 Co-Pay	100% After deductible	$25/$50 Co-Pay
Preventive Care	100%	100%	100%	100%
Prescription Drug	$5/$25/$40 $10/$62.50/$100	$5/$25/$40 $10/$62.50/$100	$5/$25/$40 $10/$62.50/$100	$5/$25/$40 $10/$62.50/$100 $100 Specialty

MEDICAL PLAN A

Wyandot-Crawford Consortium Plan A Effective January 1, 2016		
Benefits	**Network**	**Non-Network**
Benefit Period	January 1st through December 31st	
Dependent Age Limit Older Aged Child	26 28 Removal on Birthdate	
Pre-Existing Condition Waiting Period (does not apply to members under the age of 19)	N/A	
Blood Pint Deductible	0 pints	
Overall Annual Benefit period Maximum	Unlimited	
Benefit Period Deductible – Single/Family[1]	$300 / $600	$600 / $1,200
Coinsurance	90%	70%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	$1700 / $3,400	$3,400 / $6,800
Physician/Office Services		
Office Visit (Illness/Injury)[2]	$20 copay, then 100%	70% after deductible
Urgent Care Office Visit[2]	$50 copay, then 100%	70% after deductible
Immunizations (tetanus toxoid, rabies vaccine, and meningococcal polysaccharide vaccine are covered services)	100%	70% after deductible
Preventative Services		
Routine Physical Exam (One exam per benefit period for ages 21 and older)[2]	100%	70% after deductible
Well Child Care Services including Exam, Lab and Immunizations (31 visits per lifetime, to age 21)[2]	100%	70% after deductible
Routine Mammogram (One per benefit period)	100%	70% after deductible
Routine Pap Test (One per benefit period)	100%	70% after deductible
Routine Prostate Specific Antigen (PSA)	100%	70% after deductible
Routine Endoscopic Services (All ages)	100%	70% after deductible
Routine EKG, Chest X-ray, Complete Blood Count, Comprehensive Metabolic Panel, Urinalysis (Ages 21 and over limited to once per 24 month period)	100%	70% after deductible
Outpatient Services		
Surgical Services	90% after deductible	70% after deductible
Diagnostic Services	90% after deductible	70% after deductible
Physical & Occupational Therapy - Facility and Professional (Unlimited)	90% after deductible	70% after deductible
Chiropractic Therapy – Professional Only (Unlimited)	90% after deductible	70% after deductible
Speech Therapy – Facility and Professional (Unlimited)	90% after deductible	70% after deductible
Cardiac Rehabilitation	90% after deductible	70% after deductible
Emergency use of an Emergency Room	$100 copay, then 100%	
Non-Emergency use of an Emergency Room	$100 copay then 90%	70% after deductible

MEDICAL PLAN A PAGE 2

Benefits	Network	Non-Network
Inpatient Facility		
Semi-Private Room and Board	90% after deductible	70% after deductible
Maternity	90% after deductible	70% after deductible
Skilled Nursing Facility	90% after deductible	70% after deductible
Additional Services		
Allergy Testing and Treatments	90% after deductible	70% after deductible
Ambulance	90% after deductible	70% after deductible
Durable Medical Equipment	90% after deductible	70% after deductible
Home Health Care	90% after deductible	70% after deductible
Hospice	90% after deductible	70% after deductible
Organ Transplants	90% after deductible	70% after deductible
Private Duty Nursing	90% after deductible	70% after deductible
Mental Health and Substance Abuse – Federal Mental Health Parity		
Inpatient Mental Health and Substance Abuse Services Outpatient Mental Health and Substance Abuse	**Benefits paid are based on corresponding medical benefits**	
Prescription Drugs[3] – Includes Diabetic Supplies and Oral Contraceptive Coverage[4]		
Retail – 30 Day Supply	$5 Generic / $25 Formulary Brand / $40 Non-Formulary Brand	
Home Delivery – 90 Day Supply	$10 Generic / $62.50 Formulary Brand / $100 Non-Formulary Brand	

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

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

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

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

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

Maximum family deductible. Member deductible is the same as single deductible.
[2]The office visit copay applies to the cost of the office visit only
[3]Failure to present an ID card may result in decreased benefits.
[4]Includes over-the-counter items, as well as insulin, syringes and needles.

MEDICAL PLAN B PAGE 1

Wyandot-Crawford Consortium
Plan B
Effective January 1, 2018

Benefits	Network	Non-Network
Benefit Period	January 1st through December 31st	
Dependent Age Limit	26	
Older Aged Child	28 Removal on Birthdate	
Pre-Existing Condition Waiting Period (does not apply to members under the age of 19)	N/A	
Blood Pint Deductible	0 pints	
Overall Annual Benefit period Maximum	Unlimited	
Benefit Period Deductible – Single/Family[1]	$750 / $1500	$1500 / $3000
Coinsurance	80%	60%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	$1500 / $3000	$3000 / $6000
Physician/Office Services		
Office Visit (Illness/Injury)[2]	$20 copay Primary Care/$40 Specialist	60% after deductible
Urgent Care Office Visit[2]	$50 copay, then 100%	60% after deductible
Immunizations (tetanus toxoid, rabies vaccine, and meningococcal polysaccharide vaccine are covered services)	100%	60% after deductible
Preventative Services		
Routine Physical Exam (One exam per benefit period for ages 21 and older)[2]	100%	60% after deductible
Well Child Care Services including Exam, Lab and Immunizations (31 visits per lifetime, to age 21)[2]	100%	60% after deductible
Routine Mammogram (One per benefit period)	100%	60% after deductible
Routine Pap Test (One per benefit period)	100%	60% after deductible
Routine Prostate Specific Antigen (PSA)	100%	60% after deductible
Routine Endoscopic Services (All ages)	100%	60% after deductible
Routine EKG, Chest X-ray, Complete Blood Count, Comprehensive Metabolic Panel, Urinalysis (Ages 21 and over limited to once per 24 month period)	100%	60% after deductible
Outpatient Services		
Surgical Services	80% after deductible	60% after deductible
Diagnostic Services	80% after deductible	60% after deductible
Physical & Occupational Therapy - Facility and Professional (Unlimited)	80% after deductible	60% after deductible
Chiropractic Therapy – Professional Only (Unlimited)	80% after deductible	60% after deductible
Speech Therapy – Facility and Professional (Unlimited)	80% after deductible	60% after deductible
Cardiac Rehabilitation	80% after deductible	60% after deductible
Emergency use of an Emergency Room	$150 copay, then 100%	
Non-Emergency use of an Emergency Room	$150 copay then 80%	60% after deductible

MEDICAL PLAN B PAGE 2

Benefits	Network	Non-Network
Inpatient Facility		
Semi-Private Room and Board	80% after deductible	60% after deductible
Maternity	80% after deductible	60% after deductible
Skilled Nursing Facility	80% after deductible	60% after deductible
Additional Services		
Allergy Testing and Treatments	80% after deductible	60% after deductible
Ambulance	80% after deductible	60% after deductible
Durable Medical Equipment	80% after deductible	60% after deductible
Home Health Care	80% after deductible	60% after deductible
Hospice	80% after deductible	60% after deductible
Organ Transplants	80% after deductible	60% after deductible
Private Duty Nursing	80% after deductible	60% after deductible
Mental Health and Substance Abuse – Federal Mental Health Parity		
Inpatient Mental Health and Substance Abuse Services Outpatient Mental Health and Substance Abuse	**Benefits paid are based on corresponding medical benefits**	
Prescription Drugs[3] – Includes Diabetic Supplies and Oral Contraceptive Coverage[4]		
Retail – 30 Day Supply	$5 Generic / $25 Formulary Brand / $40 Non-Formulary Brand	
Home Delivery – 90 Day Supply	$10 Generic / $62.50 Formulary Brand / $100 Non-Formulary Brand	

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

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

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

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

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[1] Maximum family deductible. Member deductible is the same as single deductible.
[2] The office visit copay applies to the cost of the office visit only.
[3] Failure to present an ID card may result in decreased benefits.
[4] Includes over-the-counter items, as well as insulin, syringes and needles.

MEDICAL PLAN C: HDHP WITH HSA – PAGE 1

Wyandot-Crawford Consortium
Plan C
Effective January 1, 2018

Benefits	Network	Non-Network
Benefit Period	January 1st through December 31st	
Dependent Age Limit Older Aged Child	26 28 Removal on Birthdate	
Pre-Existing Condition Waiting Period (does not apply to members under the age of 19)	N/A	
Blood Pint Deductible	0 pints	
Overall Annual Benefit period Maximum	Unlimited	
Benefit Period Deductible – Single/Family	$2700 / $5400	$2700 / $5400
Coinsurance	100%	60%
Coinsurance Out-of-Pocket Maximum (Excluding Deductible) – Single/Family	$0 / $0	$2500 / $5000
Physician/Office Services		
Office Visit (Illness/Injury)	100% after deductible	60% after deductible
Urgent Care Office Visit	100% after deductible	60% after deductible
Immunizations (tetanus toxoid, rabies vaccine, and meningococcal polysaccharide vaccine are covered services)	100%	60% after deductible
Preventative Services		
Routine Physical Exam (One exam per benefit period for ages 21 and older)[2]	100%	60% after deductible
Well Child Care Services including Exam, Lab and Immunizations (31 visits per lifetime, to age 21)[2]	100%	60% after deductible
Routine Mammogram (One per benefit period)	100%	60% after deductible
Routine Pap Test (One per benefit period)	100%	60% after deductible
Routine Prostate Specific Antigen (PSA)	100%	60% after deductible
Routine Endoscopic Services (All ages)	100%	60% after deductible
Routine EKG, Chest X-ray, Complete Blood Count, Comprehensive Metabolic Panel, Urinalysis (Ages 21 and over limited to once per 24 month period)	100%	60% after deductible
Outpatient Services		
Surgical Services	100% after deductible	60% after deductible
Diagnostic Services	100% after deductible	60% after deductible
Physical & Occupational Therapy - Facility and Professional (Unlimited)	100% after deductible	60% after deductible
Chiropractic Therapy – Professional Only (Unlimited)	100% after deductible	60% after deductible
Speech Therapy – Facility and Professional (Unlimited)	100% after deductible	60% after deductible
Cardiac Rehabilitation	100% after deductible	60% after deductible
Emergency use of an Emergency Room	$100 copay after deductible	
Non-Emergency use of an Emergency Room	$100 copay after deductible	60% after deductible

MEDICAL PLAN C: HDHP WITH HSA – PAGE 2

Benefits	Network	Non-Network
Inpatient Facility		
Semi-Private Room and Board	100% after deductible	60% after deductible
Maternity	100% after deductible	60% after deductible
Skilled Nursing Facility	100% after deductible	60% after deductible
Additional Services		
Allergy Testing and Treatments	100% after deductible	60% after deductible
Ambulance	100% after deductible	60% after deductible
Durable Medical Equipment	100% after deductible	60% after deductible
Home Health Care	100% after deductible	60% after deductible
Hospice	100% after deductible	60% after deductible
Organ Transplants	100% after deductible	60% after deductible
Private Duty Nursing	100% after deductible	60% after deductible
Mental Health and Substance Abuse – Federal Mental Health Parity		
Inpatient Mental Health and Substance Abuse Services	**Benefits paid are based on corresponding medical benefits**	
Outpatient Mental Health and Substance Abuse		
Prescription Drugs[3] – Includes Diabetic Supplies and Oral Contraceptive Coverage[4]		
Retail – 30 Day Supply	**Deductible applies then:** $5 Generic/$25 Formulary Brand/ $40 Non-Formulary Brand	
Home Delivery – 90 Day Supply	**Deductible applies then:** $10 Generic/ $62.50 Formulary Brand/ $100 Non-Formulary Brand	

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

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

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

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

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

[1] Maximum family deductible. Member deductible is the same as single deductible.
[2] Failure to present an ID card may result in decreased benefits.
[3] Includes over-the-counter items, as well as insulin, syringes and needles.

DENTAL BENEFITS Page 1

MEDICAL MUTUAL

UPPER SANDUSKY EXEMPTED VILLAGE
Traditional Dental
With Orthodontia

Benefits	
Benefit Period	January 1st through December 31st
Dependent Age Limit	25; Removal upon Birth Date
Benefit Period Maximum (per member)	$1,500
Benefit Period Deductible Single / Family	$25 / $50
Orthodontic Lifetime Maximum	$1,500
Preventive Services	
Oral Exams – two per benefit period	100% UCR
Bite Wing X-Rays – two sets per benefit period	100% UCR
Prophylaxis (cleaning) – two per benefit period	100% UCR
Fluoride Treatment – one treatment per benefit period, limited to dependents up to age 19	100% UCR
Space Maintainers- limited to eligible dependents up to age 19	100% UCR
Emergency Palliative Treatment – includes emergency oral exam	100% UCR
Restorative Services	
Consultations and Other Exams by Specialist	80% UCR after deductible
Diagnostic X-Rays - including Full Mouth/Panorex, which are limited to one every 36 consecutive months	80% UCR after deductible
Minor Restorative Services	80% UCR after deductible
Endodontics/Pulp Services	80% UCR after deductible
Periodontal Services	80% UCR after deductible
Repairs, Relines & Adjustments of Prosthetics	80% UCR after deductible
Simple Extractions	80% UCR after deductible
Impactions	80% UCR after deductible
Minor Oral Surgery Services	80% UCR after deductible
General Anesthesia	80% UCR after deductible
Complex Services	
Gold Foil Restoration	70% UCR after deductible
Inlays, Onlays – one every five years	70% UCR after deductible
Crowns – one every five years	70% UCR after deductible
Bridgework (Pontics & Abutments) – one every five years	70% UCR after deductible
Partial and Complete Dentures – one every five years	70% UCR after deductible

DENTAL BENEFITS – Page 2

Benefits	
Orthodontic Services	
Orthodontic Diagnostic Services	60% UCR
Minor Treatment for Tooth Guidance	60% UCR
Minor Treatment for Harmful Habits	60% UCR
Interceptive Orthodontic Treatment	60% UCR
Comprehensive Orthodontic Treatment	60% UCR

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

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

3. Vision Insurance

The Board shall provide individual and family vision insurance benefits for bargaining unit employees. Each employee may elect individual or family vision insurance coverage with allocation of the monthly cost between the Board and employee to be shared 85% by the Board and 15% by the employee.

For employees who regularly work less than full-time, the Board's contribution to the monthly premium shall be reduced proportionately. An employee regularly scheduled to work less than half-time shall not be entitled to a Board contribution under this Section, but may elect to purchase the insurance fringe benefit solely at his/her expense during the enrollment period applicable to the benefit.

See page 45 for details of Vision Insurance Coverage

4. Group Life Insurance

At Board expense each employee shall be provided with fifty thousand dollars ($50,000) term life insurance.

Subject to any insurability requirements imposed by the insurer, an employee may purchase additional life insurance on the employee, the employee's spouse and the children of the employee. Payment for the additional life insurance shall be by payroll deduction and the enrollment period shall be from September 1 through September 15 of each year.

VSP Vision care for life

Upper Sandusky Exempted Village Schools
Vision Insurance
As of 7/1/2012

Your Coverage from a VSP Doctor

WellVision Exam® focuses on your eye health and overall wellness
- No copay applies ..... ***every 24 months***

Prescription Glasses
- $20 copay

Lenses ..... ***every 24 months***
- *Single vision, lined bifocal, and lined trifocal lenses*
- *Polycarbonate lenses for dependent children*

Frame ..... ***every 24 months***
- *$120 allowance for frame of your choice*
- *20% off amount over your allowance*

-OR-

Contact Lens Care

No copay applies ..... ***every 24 months***
- *$120 allowance for contacts and the contact lens exam (fitting and evaluation)*
- *New and current soft contact lens wearers may be eligible for a special program that includes and initial contact lens evaluation and initial supply of lenses*

Extra Discounts and Savings

Glasses and Sunglasses
- *Average 35-40% savings on all non-covered lens options*
- *30% off additional glasses and sunglasses, including lens options, from the same VSP doctor on the same day as your WellVision Exam. Or get 20% off from any VSP doctor within 12 months of your last WellVision Exam.*

Contacts
- *15% off cost of contact lens exam (fitting and evaluation)*

Laser Vision Correction
- *Average 15% off the regular price or 5% off the promotional price. Discounts only available from contracted facilities.*
- *After surgery, use your frame allowance (if eligible) for sunglasses from any VSP doctor.*

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VSP guarantees service from VSP doctors only. In the event of a conflict between this information and the USEVS contract with VSP, the terms of the contract will prevail.

5. Change to Insurance Benefits

No changes will be made to any insurance coverage provided to bargaining unit members during the course of this agreement except under the following condition:

a. The deductible that applies to Plan C (High Deductible Health Plan with Health Savings Account) will automatically be adjusted to meet the minimum required deductible to maintain the tax-deductible status of plan as published by the IRS.

6. Change of Carrier

The Board reserves the right to place the hospitalization and major medical insurance plans up for bid, in an attempt to lower costs, under the following conditions:

a. The bidding process shall occur no more often than necessary.

b. Representatives of the Association shall have adequate time to investigate any carrier being considered by the Board and to raise questions and/or concerns regarding a prospective carrier.

c. Should a different carrier be contracted with by the Board to provide the hospitalization and major medical coverage, there shall be no reduction of coverage or benefits as a result of the change.

d. The Association President shall be provided, and updated, with all documents pertaining to insurance coverage provided by the Board under this Article.

7. Medical, Dental, and Vision Insurance Study Committee

Either party may request (in writing) that a committee be formed to review cost saving options (including participation in wellness programs and/or activities) relative to medical or dental, or vision insurance. When such a request is made, each party may name up to seven (7) persons to the committee and the initial meeting shall be convened within thirty (30) days of the receipt of the written request.

8. L.D. Tutor Benefits

For purposes of insurance benefits only, any L.D. Tutor who is annually employed for thirty (30) or more hours per week shall be entitled to full insurance benefits. Any annually employed L.D. Tutor regularly working less than thirty (30) hours per week shall be entitled to a pro-rata portion of insurance benefits payments.

9. Health and Prescription Drug Insurance Option

A full-time employee who waives his/her right to health and prescription drug insurance coverage under this Article shall receive a payment each year subject to the following conditions:

a. The employee must enroll or waive his/her right to coverage online, print the enrollment/waiver form, sign and submit the enrollment/waiver form to the Human Resources Director no later than November 30.

b. Coverage must be waived for the period of the District's insurance year.

c. Declining health and prescription option shall result in a payment of 20% of the Board share of the premium for the HDHP insurance plan (Plan C) to the employee.

   i. Employees who are not married and do not have dependent(s) shall be entitled to 20% of the Board share of the premium for the Single policy (Insurance Plan C).
   ii. Employees who are married and/or who have dependent(s) shall be entitled to 20% of the Board share of the premium for the Family policy (Insurance Plan C).

   In a case where both spouses are employed within the District, a spouse who waves direct coverage under this provision but remains covered as a family member under the other spouse's insurance will be entitled to the single coverage payment.

d. Payments shall be made in two (2) equal installments. The first will be due on or before January 15; the second will be due on or before June 1.

e. An employee who uses this option and who then loses alternative health and prescription drug coverage through the layoff, death, or divorce of a spouse will be permitted to enroll in the Board's health and prescription drug insurance plan, provided that the employee will forfeit any payment he/she has received or becomes eligible to receive, prorated to the part of the year the employee resumes Board coverage.

f. This provision will automatically renew for each succeeding insurance year unless the Superintendent gives the Association President written notice by September 1 of the Board's intent not to continue this option, in which case this provision will expire at the end of that insurance year.

10. High Deductible Health Plan with HSA Insurance Option

A full-time employee who elects to enroll in the HDHP with HSA insurance coverage under this Article shall receive a payment each year subject to the following conditions:

a. The employee must enroll in the HDHP with HSA plan during the yearly enrollment period.

b. Coverage must be elected for the calendar year (January 1 to December 31).

c. Enrollment in the HDHP with HSA entitles the employee to a contribution to a Health Savings Account (HSA) from the Board. Beginning January 1, 2022, the Board's contribution will be equal to 60% of the amount of the deductible for the enrolled coverage.

   i. Current Example of Regular Yearly Contribution (January 1, 2021 – December 31, 2021)

      1. Family Coverage: $2,800.00

      2. Single Coverage: $1,400.00

d. For any change to the Plan C (HSA) deductible announced after the enrollment period or December 1, whichever is earlier, the Board will contribute 50% of the deductible for the previous year AND 100% of any increase applicable to the plan chosen by the employee for the following calendar year.

e. This provision will automatically renew for each succeeding insurance year with any adjustments to HSA deposits made by the Board to reflect the appropriate amount of the HSA deductible.

K. Retirement Pickup

The Board agrees to continue its current practice of "picking up" an employee's STRS contributions using the salary restatement method.

L. Credit for Additional Training

Each employee who has completed graduate level training at an accredited college or university that would qualify him/her for a higher category on the salary schedule shall file with the Treasurer official transcripts verifying completion of such training. The following provisions shall apply:

a. If official documentation (grad slips, letter from college or university, and/or transcript) is provided prior to or on September 1, the teacher's salary will be adjusted effective with the beginning of the school year. The teacher's adjusted salary will be reflected no later than the first October paycheck.

b. If official documentation is provided after September 1 but prior to or on January 31, the adjustment shall be effective February 1. The teacher's adjusted salary shall be reflected beginning with the second February paycheck.

If documentation other than an official transcript is submitted by September 1 or January 31, the employee must supply the transcript within thirty (30) days or the adjustment will be voided and any increased payments shall be refunded to the District.

c. Correspondence courses and/or on-line courses are acceptable for credits for additional training. Correspondence courses are defined for this purpose as college/university credits earned in whole or in part from an institution accredited by the Ohio Department of Education by mail, video, distance-learning, computer/internet, or satellite.

M. Compensation for Curriculum Work

Employees involved in curriculum work (e.g. course of study revision, textbook selection) shall be compensated at an hourly rate which shall be the same as the rate in Section H of this Article when required to work outside the regular work day. The compensation of committee(s), hours allotted, and time when the work will be conducted shall be determined by the Administration. The work outside the regular work day will be posted as a supplemental position and employee(s) selected will be given at least thirty (30) days notice prior to the start of the work. The thirty (30) days after receipt of the completed project by the Superintendent or his designee, or within thirty (30) days of the employment fulfilling all the time allotted by the Board, the employee will receive compensation for the hours allotted outside the regular work day for which the employee submitted a record of work being performed.

N. Section 125 Plan

The Board agrees to implement a flexible spending plan under Section 125 of the Internal Revenue Code under which employee contributions toward monthly insurance premiums will continue to be paid with pre-tax dollars and the employee may designate pre-tax dollars to be set aside for unreimbursed medical costs and/or childcare expenses. Employee participation in the plan is voluntary, and all legal requirements for such a plan will be observed.

O. Teacher Professional Organization (TPO)

Upon written request of the Local Association/Teacher Professional Organization to the Board, the following TPO officers shall be paid for service to the TPO:

a. President: Annual compensation will be equal to .5 (one-half) of the cost of the individual's yearly association dues (not to include dues payable to the local association). If Co-Presidents, compensation will be divided equally.

b. Treasurer: Annual compensation will be equal to .25 (one-quarter) of the cost of the individual's yearly association dues (not to include dues payable to the local association).

The amount of TPO compensation will be communicated to the board in writing by the TPO and the Board will perform all administration within applicable laws and regulations (including STRS regulations and reporting) related to the TPO compensation. Payment shall be made to TPO officers with the last regular paycheck prior to June 30.

The TPO will complete all applicable forms and documents requested by the Board and will reimburse the Board for TPO compensation no later than June 1. TPO reimbursement shall include salary plus any retirement contributions and applicable taxes paid on their behalf by the board.

P. Payment of Background Check Fees

The board will pay for the cost of any Background Check Fee required for teacher professional license renewal.

ARTICLE V -
EMPLOYMENT PRACTICES AND WORKING CONDITIONS

A. Evaluation Committee

1. The Association and the Board agree to a joint Evaluation Development Committee for the purpose of establishing the policy, procedure and process, including the evaluation instrument and determination of HQSD, for the evaluation of teachers in the District and to regularly review the effectiveness of the aforementioned items.

2. The committee shall be comprised of four Association members appointed by the Association President and four members appointed by the Board or Superintendent.

3. Members of the committee will receive release time for committee work and/or training. Any work outside of the workday will be paid at $25.00 per hour.

4. The committee shall not have the authority to negotiate wages, hours, or terms and conditions of employment.

5. The Board and the Association shall bargain, during regular contract negotiations, all elements of the teacher evaluation procedure and these negotiations shall be satisfactorily completed prior to the implementation of the evaluation procedure or prior to any modification or amendment of same. Any agreement that is achieved through said negotiations shall be subject to ratification by both parties.

6. The Evaluation Committee will make yearly recommendations for any needed modifications to the evaluation process including the corresponding evaluation instruments prior to the beginning of any school year to allow for the implementation of any changes.

7. Subsequent changes/revisions to the adopted Evaluation Guidelines shall be subject to ratification by the Board and the Association.

8. In the event of legislative action by the Ohio General Assembly that impacts in any way on this topic, the parties to the Master Agreement may reconvene to determine whether adjustments are appropriate.

B. Evaluators and Application

1. Each teacher subject to evaluation will be evaluated by a Credentialed Administrator that holds the credential established by the Ohio Department of Education, has completed State sponsored evaluation training, has passed an online credentialing assessment and is employed by Upper Sandusky Exempted Village Schools under a full-time contract pursuant to sections

3319.01 or 3319.02 of R.C. and must hold at least one (1) administrator certificate/license under section 3319.22 of R.C.

2. Evaluator assignments shall be made pursuant to the following requirements:

   a. For those teachers with an evaluation rating of skilled, developing, or ineffective on their most recent evaluation, the evaluator shall be the teacher's immediate administrator.

   b. For those teachers with an evaluation rating of accomplished on their most recent evaluation, the teacher shall select their evaluator not later than September 30 in the year of their evaluation cycle and notify the Superintendent or his/her designee of said selection.

   c. In the event a teacher performs work under more than one (1) administrator, only one (1) administrator shall be designated as the evaluating administrator.

   d. Upon request of the teacher, the teacher shall be assigned a new evaluator if documentation shows the evaluator has discriminated against the teacher, made false claims against the teacher, or the evaluator received an ineffective rating on his/her most recent evaluation.

3. The teacher evaluation system applies to any person who is employed under a teaching license or under a professional or permanent teacher's certificate issued under Ohio Rev. Code § 3319.22, § 3319.26, § 3319.222, or § 3319.226 and who spends at least 50% of the time employed providing student instruction. Teachers will use the evaluation tool on pages 63-73.

4. The District shall not conduct an evaluation for any teacher who:

   a. Was on leave for fifty percent (50%) or more of the school year;

   b. Submitted notice of retirement, and such notice has been acted upon by the Board of Education, on or before December 1 of the school year in which they plan to retire;

   c. Is a substitute teacher.

5. Speech Pathology personnel will use the evaluation tool listed on pages 74-85.

6. School Counselors will be evaluated using the Ohio School Counselor Evaluation Model listed on pages 86-100.

7. Certified personnel that are not in a classroom (nurses, librarians) will use the evaluation tool from the 2012-2015 Agreement on pages 101-107.

8. If State Legislature would decide to discontinue use of the new evaluation tool used for OTES 2.0, then certified teachers could choose to revert back to the use of the evaluation tool from the 2012-2015 agreement on pages 101-107.

C. Standards Based Teacher Evaluation

1. The Board of Education is responsible for a standards-based teacher evaluation policy, which conforms to the framework for evaluation of teachers as approved by the State Board of Education and aligns with the "Standards for the Teaching Profession" as set forth in state Law.

2. The Board adopts The Ohio Teacher Evaluation System (OTES) as required by Ohio Rev. Code § 3319.111 and § 3319.112.

3. The evaluation policy is intended to provide an evaluation model that is research based, transparent, fair, and adaptable to the needs of the District. The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to inform instruction, assist teachers and administrators in identifying, implementing, and supporting best educational best practices that will provide the greatest opportunity for student learning and growth and advance the professional learning and practice of teachers.

4. Teacher performance will be evaluated based on evidence supplied by the teacher, during formal observations and "classroom walkthroughs" by the teacher's assigned evaluator.

5. Each teacher evaluation will result in a final holistic rating of:

   a. Accomplished
   b. Skilled
   c. Developing
   d. Ineffective

6. Teachers designated as "Accomplished" will be evaluated every 3 years. In the off-cycle evaluation years, teachers shall receive one (1) informal observation and one (1) conference to discuss progress on their professional growth plan.

7. Teachers designated as "Skilled" will be evaluated every 2 years. In the off-cycle evaluation years, teachers shall receive one (1) informal observation and one (1) conference to discuss progress on their professional growth plan.

8. All evaluations will be completed by May 1st and each teacher will be provided a written report of the results or access to online results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

D. Formal Observation and Classroom Walkthrough Sequence

1. Pre-Observation Conference

   a. No pre-conference will occur nor pre-conference forms used for evaluation unless requested or approved by the teacher.

      The Board shall perform two (2) formal observations in a year in which the teacher is on a full evaluation cycle.

2. Formal Holistic Observation- The first formal observation will be a holistic observation where the evaluator assesses all areas of the rubric demonstrated during the observation as well as information gained from any pre-observation conference. Areas marked N/A will not negatively impact the holistic evaluation rating.

   a. Observation #1 will occur between September 15th and December 15th no less than thirty (30) continuous minutes in length.

3. Focused Observation - The second and any subsequent formal observation(s) will be focused observations in which the evaluator assesses identified focus area(s). Identified focus areas will be selected after completion of the holistic observation and may include area(s) of relative strength and/or area(s) targeted for improvement.

   a. Observation #2 will occur between January 15th and April 15th no less than thirty (30) continuous minutes in length.

   b. Teachers with a final holistic evaluation rating of Accomplished (from the previous year) will select their own focus area(s).

   c. A teacher with a final holistic evaluation rating of Skilled (from the previous year) will select focus area(s) in collaboration with his/her evaluator.

   d. A teacher with a final holistic evaluation rating of Developing (from the previous year) will be guided by his/her evaluator in determining focus area(s).

   e. A teacher with a final holistic evaluation rating of Ineffective (from the previous year) will have focus area(s) selected by the evaluator.

   f. A teacher new to the profession will select focus area(s) in collaboration with his/her evaluator.

   g. Focus Areas shall be limited to no more than two (2).

h. Evaluators will collect evidence during the focused observation to assess the identified focus area(s).

i. Areas marked N/A will not negatively impact the holistic evaluation rating.

4. Post Conference

A post-observation conference shall be held after each formal observation. The post-observation conference shall take place not more than ten (10) working days following the formal observation. Teachers shall be given the opportunity to provide evidence, which must be utilized to inform the evaluator's rating in all areas of the observation and shall include a discussion of the progress being made on the teacher's professional growth or improvement plan.

a. The evaluator shall provide the teacher with copies of all written documentation including but not limited to notes, scripts, artifacts, and evidence collected during formal observations and walkthroughs.

5. Walkthrough - Administrators will use the approved walkthrough form.

a. Each walkthrough will be 5 continuous minutes, no more than 10 continuous minutes in length. Feedback will immediately be emailed through the application to the teacher.

b. Walkthroughs will be limited to two (2) per evaluation cycle.

c. Areas marked N/A will not negatively impact the holistic evaluation rating.

d. See sample of Walkthrough Form on page 55.

6. Formal Observations will be conducted only on days when normal classroom procedures can be expected. Teachers shall not receive a formal observation on the day of, before or after the following:

a. When class periods would be shortened due to school delay, assembly or any other unexpected disruption to the normal school day.

b. Any school holiday including but not limited to Christmas, Easter, Thanksgiving, Presidents Day, or Martin Luther King Day;

c. The administration of standardized testing;

d. Any school break of more than two (2) consecutive days.

7. Teacher rated as "Ineffective" on two (2) Observations or if non-renewal is a consideration will be given a "Remediation Plan". A third observation will be conducted during the second semester and will comply with (3) above. The purpose of the third observation is to determine if improvements in the teacher's performance have been made. A third observation shall occur at least fifteen (15) working days following the second post-observation conference.

8. The final holistic evaluation shall be completed by May 10.

9. The Superintendent shall annually file a report to the ODE including only the following information:

   a. the number of teachers for whom an evaluation was conducted;
   b. the number of teachers assigned each rating (Accomplished, Skilled, Developing or Ineffective) aggregated by the institution where they received their teaching degree and the year in which they graduated.
   c. At no time will the full evaluation or portions of the evaluation or supportive evidence be uploaded to the OhioES system.

   All other information and documents obtained through the evaluation process shall be stored and maintained by the District. Upon request, teachers shall be given copies of all information and documents obtained through the evaluation process.

10. Ohio Evaluation System (OhioES)

The use of OhioES or any other teacher evaluation electronic reporting and/or storage system shall be done in such a way as to comply with D. 9. above and with the assurance that the name of, or any other personally identifiable information, is not transmitted outside of the District.

E. High Quality Student Data (HQSD)

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

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

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

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

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

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

    c. Assessment of student learning;

    d. The use of assessment data;

    e. Professional responsibility and growth.

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

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

6. High-quality student data will meet the following criteria:

    a. aligns to learning standards;

    b. measures what is intended to be measured;

    c. is directly attributable to the teacher being evaluated for course(s) and grade level(s) taught;

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

    e. follows protocols for administration and scoring;

    f. provides trustworthy results; and

    g. is fair and unbiased.

Teachers must provide evidence to their evaluator which demonstrates that they have used high-quality student data in the following ways:

    a. critically analyze and reflect upon results to support improvement and enhancement of student learning;

    b. assess student learning needs and styles, including the strengths and weaknesses of an entire class as well as individual students in each class;

c. inform and adapt instruction to meet student needs; and

d. measure student learning achievement and growth, as well as progress toward achieving state and local standards.

7. The High Quality Student Data (HQSD) Committee may approve locally developed measures of HQSD which meet the definition outlined in (6) above. For the purpose of selecting and/or approving high-quality student data, the term "expert" is defined to include members of the District's administrative team, credentialed evaluators, members of the Evaluation Committee, as well as district teachers. The HQSD Committee will approve locally developed measures of HQSD utilizing the "HQSD Guidance Tool" on page 109.

   a. The Committee shall be represented by one (1) teacher from each of the following categories:

      i. 6th, 7th and 8th Grade English, Math, Social Studies, Science (4 teachers – 1 per subject)

      ii. 9th, 10th, 11th and 12th Grade English, Math, Social Studies, Science (4 teachers – 1 per subject)

      iii. Speech/Special ED- K-12 (1 teacher)

      iv. Technology/Industrial Arts/Foreign Language/Work and Family Life/Vocational Agriculture (1 teacher)

      v. Art K-12 (1 teacher)

      vi. Phys Ed K- 12 (1 teacher)

      vii. Music K-12 (1 teacher)

      viii. Foreign Language (1 teacher)

   b. Payment for the HQSD Committee shall be a yearly stipend as indicated on the Supplemental Salary Schedule.

F. Final Evaluation Procedures

1. Final Holistic ratings will be the following:
   a. Accomplished
   b. Skilled
   c. Developing
   d. Ineffective

G. Remediation of Deficiencies Identified During Observations and Walkthroughs

1. Formal observations and walkthroughs resulting in the identification of performance deficiencies shall be addressed during the post- observation conference, or a formal debriefing following a walkthrough. Deficiency shall be defined as an area marked "ineffective" on the performance rubric. All deficiencies identified by the evaluator shall be compiled and reported in writing and a copy of the written report shall be provided to the teacher at the post-observation conference, or formal debriefing. The evaluator involved shall make recommendations and otherwise assist the teacher for the purpose of remediation of identified deficiencies. The evaluator and teacher shall develop a plan for remediation of identified deficiencies and such plan shall be reduced to writing and provided to the teacher.

2. The remediation plan shall include:

    a. Performance issues documented as deficient

    b. Specific performance expectations

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

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

    e. Remediation plans shall be removed once expected progress has been made.

H. Professional Growth Plans and Professional Improvement Plans

1. Based upon the results of the annual teacher evaluation, each teacher must develop either a professional growth plan or a professional improvement plan as follows:

    a. Teachers whose holistic rating was Accomplished will develop a self-directed professional growth plan and may choose their credentialed evaluator for their next evaluation cycle.

    b. Teachers whose holistic rating was Skilled or Developing will develop a professional growth plan collaboratively with his/her credentialed evaluator and will have input on his/her evaluator for the next evaluation cycle.

    c. Teachers whose holistic rating was Ineffective will develop a professional development plan with the credentialed evaluator. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional improvement plan.

d. Improvement Plans shall include the following:

1. Specific, measurable instructional practices to be observed;

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

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

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

e. See pages 110-117 for Professional Growth and Professional Improvement Plan forms.

f. Professional growth and improvement plans shall be aligned to the teacher's evaluation and, if applicable, include one (1) component of the District's or Building level improvement plan required under the "Elementary and Secondary Education Act on 1965", as amended.

g. No Improvement Plan or Professional Growth Plan will have more than two (2) achievable goals per Evaluation Cycle.

I. Finalization of Evaluation

Written Report

1. Before the evaluation cycle is final, and not later than May 10, a copy of the evaluation report shall be given to the teacher and a conference shall be held between the teacher and the evaluator.

2. All evaluations must be signed by the employee and the evaluator to indicate that a conference was held. The employee's signature does not necessarily indicate agreement. If an employee disagrees with an evaluation report, he/she may provide a written statement indicating areas of disagreement. Such statement will be attached to the evaluation report as part of the permanent record.

J. Completion of Evaluation Cycle

1. The final holistic evaluation rating shall be based upon a preponderance of the evidence, assessed in a holistic manner, that is aligned to the Ohio Educator Standards. Only evidence gathered during the walkthroughs and formal observations that are conducted for the current school year may be used.

2. The evaluation shall acknowledge, through the gathered evidence, the performance strengths of the teacher evaluated as well as performance deficiencies, if any.

3. The evaluator shall note evidence of all information used to support the conclusions reached in the formal evaluation report.

4. If an employee feels that his/her evaluation was conducted unfairly, he/she may appeal to the Superintendent to review the process and/or to conduct a separate evaluation.

5. This Section supersedes and replaces applicable sections of the Ohio Revised Code. A teacher may grieve procedural compliance with this provision but not the content of an evaluation. Any violation of the procedures in this provision shall automatically require reemployment of the employee under a continuing contract, if eligible, or an appropriate limited contract if the employee is not eligible for a continuing contract. If a teacher is employed after December 1st or is ill for a period of time which prevents the completion of the evaluation process according to the timelines found in Paragraph 2, the teacher shall be observed no sooner than ten (10) working days after his/her return from leave or no sooner than ten (10) working days after his/her first day of employment, and, notwithstanding Paragraph 4, the evaluation process will be completed no later than May 10.

6. The evaluation procedure contained in this agreement shall not be used in any decision concerning the retention, promotion, removal, reduction, or recall of any teacher until three (3) evaluation cycles have been completed.

7. This Section does not apply to supplemental contracts or to substitute teachers. Nothing in this policy will be deemed to prevent the Board from exercising its rights to non-renew, terminate, or suspend a teaching contract as provided by law and the terms of the collective bargaining agreement in effect between it and USEA. The evaluation system and procedures set forth in this policy shall not create an expectation of continued employment for teachers on a limited contract that are evaluated under this policy. The Board reserves the right to non-renew a teacher evaluated under this policy in accordance with R.C. 3319.11 notwithstanding the teacher's summative rating.

8. The termination of an employee's individual contract of employment shall be governed exclusively by the terms and procedures appearing in Sections 3319.16 and 3319.161 of the Ohio Revised Code.

K. Sequence of Limited Contracts

1. The normal sequence of limited contracts (assuming contract renewal) is:

   1-year followed by a 1-year,
   followed by a 2-year,
   followed by successive 2-year contracts until a continuing contract is achieved.

   However, an employee employed half-time or less will not qualify for a multiple-year limited contract. In addition, if a newly hired employee has at least five (5) years of prior teaching experience, the Board may award a 2-year limited contract earlier than as specified in the normal sequence above.

2. If the Board deviates from the normal sequence above by awarding a 1-year contract instead of a 2-year contract, the employee will be furnished the reasons for such deviation, if requested.

3. These provisions do not preclude the Board from awarding an extended limited contract with reasons directed at professional improvement, as provided by Section 3319.11 of the Ohio Revised Code.

Informal (Off-Cycle) Observation Form
Ohio Teacher Evaluation System 2.0

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

Evaluator Name: **Time Observation Begins:** **Time Observation Ends:**

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

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

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

Evaluator Summary Comments:

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

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 plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.	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.

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** _____

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** _____

Upper Sandusky Exempted Village Schools
Speech and Language Pathologist Observation - Without Evaluation

Name: _____ Building: _____

Observer: _____ Observation Date: _____

Subject/Class: _____ Grade: _____

Instructional Planning

	Comments	
Focus for Learning: Standard 4: Instruction - Teachers plan and deliver effective instruction that advances the learning of each individual student.	Areas of Strength:	
Assessment Data: Standard 3: Assessment - Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.		
Knowledge of Students: Standard 1: Students - Teachers understand student learning and development and respect the diversity of the students they teach.	Areas for Improvement:	

Intervention and Assessment

	Comments	
Intervention Practices: Standard 2: Content - Teachers know and understand the content area for which they have instructional responsibility. Standard 4: Instruction - Teachers plan and deliver effective instruction that advances the learning of each individual student.	Areas of Strength:	
	Areas for Improvement:	

Intervention and Assessment - Continued

Classroom Environment: Standard 1: Students - Teachers understand student learning and development and respect the diversity of the students they teach. Standard 5: Learning Environment - Teachers create learning environments that promote high levels of learning and achievement for all students.	Areas of Strength:	
Data Collection: Standard 3: Assessment - Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.	Areas for Improvement:	
Professional Responsibilities: Standard 6: Collaboration and Communication - Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning. Standard 7: Professional Responsibility and Growth - Teachers assume responsibility for professional growth, performance, and involvements as individuals and as members of a learning community.		

SUMMARY/RECOMMENDATIONS:

Teacher's Signature Date Observer's Signature Date

Signature does not indicate agreement or disagreement. Teacher comments may be attached to this page.

Upper Sandusky Exempted Village Schools

Speech and Language Pathologist Evaluation System

Name: _____ Building: _____

Evaluator: _____ Observation Date: _____

Instructional Planning

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
FOCUS FOR LEARNING (Standard 4: Instruction)	The SLP does not have a clear focus for student learning or the objective is too general to guide therapy.	The SLP clearly communicates a focus for the therapy session that is appropriate.	The SLP develops a measurable objective (s) for the therapy session that aligns with IEP goals, ASHA standards, and best practices.	The SLP establishes challenging and measurable objective (s) for the therapy session that align with IEP goals, ASHA standards, and best practices. Objectives reflect a range of student learner needs.	
	The SLP is unable to explain the objective for therapy session or it is inappropriate for the student.	The SLP understands the objective (s) for the therapy session and attempts to explain its use as being appropriate for the student (s)	The SLP can explain the importance of the objective for the therapy session and its appropriateness for the students (s).	The SLP can explain how the objective (s) for the therapy session fit (s) into the broader context for content learning and skills.	
FOCUS FOR LEARNING EVIDENCE					

	The SLP has little familiarity with or may not be able to explain the tools, strategies and protocols that are used to determine eligibility for speech and language services.	The SLP demonstrates a basic understanding of the tools, strategies, and protocols that are utilized to determine eligibility for speech and language	The SLP has a strong understanding of the characteristics, uses and limitations of various tools, strategies and protocols. The SLP is aware of nondiscriminatory and culturally appropriate practices.	The SLP purposely analyzes and selects tools, strategies and protocols that are most current and evidence-based and are related to the populations (s)) served, severity of the disability, and are nondiscriminatory, culturally and linguistically sensitive.	
ASSESSMENT DATA (Standard 3: Assessment) Continued on next page	The SLP does not administer standardized assessments as outlined in testing protocols.	The SLP administers standardized assessments as outlined in testing protocols.	The SLP consistently and accurately administers standardized assessments according to established test protocols. The SLP may supplement standardized assessments with: Classroom observations; Teacher or parent interviews; or Curriculum based/performance based assessments	The SLP administers standardized assessments adhering to all testing protocols. The SLP may in some cases adapt stadardized test protocols, as permissible, to reflect students needs (e.g., autistic student may need to have assessment administered in "chunks" of time). The SLP supplements stadardized assessments with: Classroom observations;Authentic tasks;Curriculum based/performance based assessments; Educationally relevant measures that are aligned with the academic standards of the setting; and Gathers information to create a communication history.	
	The SLP may score tests inaccurately and/or draw inaccurate conclusions from assessments administered.	The SLP accurately scores most assessments and draws appropriate conclusions from assessments administered.	The SLP accurately scores all standardized assessments according to established protocols and draws accurate conclusions.	The SLP scores all data accurately, analyzes and interprets information correctly from all assessments and sources of data.	

ASSESSMENT DATA (Standard 3: Assessment)	The SLP has great difficulty administering prescribed screening protocols (example, kindergarten screening) and may misinterpret results, drawing inaccurate conclusions.	The SLP administers and scores screening protocols that follow established guidelines to determine student eligibility for speech and language services.	The SLP selects, administers, and scores an appropriate screening protocols (s) based on student needs to determine eligibility for speech and language services.	The SLP selects (from a range of screening protocols) an appropriate screening protocol based on student needs;and administers, scores, analyzes and interprets results of the screening to determine student eligibility for speech and language services.	
	The SLP is unable to provide the ETR Members (Evaluation Team Report) with information to determine eligibility for speech and language services.	The SLP supplies the ETR members with a summary of assessment results and recommends services.	The SLP works with the ETR Members to interpret assessment outcomes, presents diagnostic impressions and recommendations for speech and language services.	The SLP assumes a leadership role at the ETR meeting to determine the level of severity, the impact on learning and eligibility for speech and language services by using assessment outcomes and diagnostic impressions.	
	The SLP has difficulty developing an appropriate I.E.P for students.	The SLP develops an appropriate I.E.P. (long-term goals) working with the I.E.P. team.	The SLP collaborates with the I.E.P team to create an appropriate I.E.P. that includes curriculum-based interventions and short-term and long-term goals for language.	The SLP presents to the I.E.P. team a rigorous I.E.P. that includes curriculum-based interventions;relevant and measurable short-term and long-term goals , and measurable benchmarks/objectives related to the goals.	
	The SLP does not examine student data to inform I.E.P language goals.	The SLP reviews student data but may have difficulty in identifying trends and patterns to inform changes to short-term and long-term language goals.	The SLP uses and reviews student data to inform modifications to short-term and long-term language goals.	The SLP routinely exams and analyzes student data to identify trends and patterns in undividual and group progress to inform short-term and long-term language goals.	
ASSESSMENT DATA EVIDENCE					

KNOWLEDGE OF STUDENTS (Standard 1: Students)	The SLP can't articulate research on speech and language development, and/or the developmental characteristics of student age groups.	The SLP demonstrates an understanding of how students learn and how students develop and acquire speech and language.	The SLP applies their knowledge of student development (cognitive, physical, social) and how students develop and acquire speech and language to plan for therapy sessions.	The SLP regularly analyzes individual student development (cognitive, physical, social) and speech and language development and acquisition to design therapy sessions that appropriately meet the needs of students.	
	The SLP lacks understanding of why it is important to become familiar with students' backgrounds and prior learning and does not know how to find this information	The SLP reviews a limited number of records and gathers information about students' backgrounds and prior learning.	The SLP examines multiple sources of information about students and uses sources of information about students' backgrounds, prior learning, skills, interests, and special needs to inform plans for therapy.	The SLP utilizes routine sources and non-routine methods (ex. Interviews with teachers or parents) for gathering information about students' backgrounds, skills, interests,special needs and prior learning to inform therapy.	
	The SLP demonstrates little or no knowledge of students' backgrounds, skills, intersts, and special needs.	The SLP demonstrates the importance of understandng students' backgrounds, skills, interests and special needs.	The SLP can articulate and share knowledge about students with administartors and other school personnel.	The SLP provides administrators and other school personnel with important information about students to inform teaching and learning in the regular classroom.	
KNOWLEDGE OF STUDENTS EVIDENCE					

Intervention and Assessment

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
INTERVENTION PRACTICES (Standard 2: Content; Standard 4: Instruction) Continued on next page	The SLP fails to intentionally convey appropriate objectives for the therapy session, or does not communicate the intended objectives to students.	The SLP intentionally conveys objectives for the therapy session but may not consistently communicate the therapy objectives to the students.	The SLP establishes objectives for therapy with varying degrees of rigor and regularly communicates the therapy objectives to students.	The SLP establishes objectives for therapy that are rigorous and are appropriate for the diverse needs, interests, and levels of readiness for all students. Therapy sessions begin with the SLP clearly communicating the therapy objectives to students.	
	The SLP is unaware and /or does not use appropriate service delivery models that meets the needs of identified students. The learning activities are poorly aligned to therapy goals.	The SLP utilizes an appropriate service delivery model that engages students. The learning activities demonstrate and align to most of the goals for therapy.	The SLP is able to identify and utilize appropriate service delivery models to meet the needs of most students. Learning activities are clearly aligned to therapy goals and suitable to groups of students.	The SLP selects and uses a wide variety of service delivery models that best meet the needs of all students. A series of learning activities are aligned to therapy goals and differentiated where appropriate to individual students.	
	The SLP selects resources that do not align to the service delivery model or are inappropriate for use with students	The SLP uses a limited number of appropriate resources to support the service delivery model.	The SLP selects and implements materials and resources that are aligned to therapy objectives, are appropriate for students, and actively engage students in learning.	The SLP creates, selects, and adapts materials and resources based on usefulness in representing particular skills and concepts, ability to activiely engage students, and for meeting individual students' needs.	

INTERVENTION PRACTICES (Standard 2: Content; Standard 4: Instruction)	The SLP may have difficulty organizing materials, incorporating academic instruction into intervention and may use inappropriate instrctional language. The SLP does not use student intervention time effectively.	The SLP prepares for intervention sessions by: Selecting and adapting materials; Using appropriate instructional language; and Pacing activities to reflect the time available.	The SLP prepares for intervention sessions by: Organizing, selecting and adapting materials and equipment to meet student needs; Developing appropriate learning activities that consider student learning styles; Selecting appropriate student language;and Ensuring that transitions are efficient and occur smoothly.	The SLP prepares for intervention sessions by: Incorporating instructio nal and curriculum-based intervention strategies to achieve communication goals; Addressing students' unique learning styles; Using instructional language that is consistent with students' level comprehension; and Providing efficient and effective delivery of services to maximize the time available for student intervention.	
	The SLP adheres to the therapy plans, disregarding students' difficulty with tasks and/or student questions.	The SLP attempts to modify the lesson when needed to respond to student questions or inability to perform activities as planned.	The SLP makes adjustments as needed to therapy activities and accommodates student questions and difficulties performing planned activities.	The SLP ensures the success of all students by adapting or replacing planned activities based on student confusion or difficulty/inability.	
INTERVENTION PRACTICES EVIDENCE					

CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment)	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records are either nonexistent or in disarray, resutng in errors and confusion.	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records are basic and comply with minimum expectations.	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records comply with school district requirements and are accurate, efficient and effective.	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records comply with school district requirements and are accurate, efficient and effective. The SLP clearly and objectively documents all activities and correspondence related to children on the caseload accurately and on a timely basis.	
	There is little or no evidence of a positive rapport between the SLP and students.	The SLP is fair in the treatment of students and establishes a basic rapport with them.	The SLP has a positive rapport with students and demonstrates respect for, and interest in, all students.	The SLP has a positive rapport with students and demonstrates respect for, and interest in, individual student's experiences, thoughts and opinions.	
	The SLP fails to demonstrate respect for students' diverse cultures. The SLP may display bias for certain cultures and/or lack of respect for students' native languages or dialects.	The SLP respects the cultural heritage of groups of students and establishes a basic rapport with them.	The SLP fosters a learning community in which individual differences in students are respected and valued.	The SLP models a non-bias learning environment and challenges disrespectful attitudes by modeling behavior (e.g., ensuring all students are valued and recognized).	
	The SLP creates an environment that may be unsafe, or limit students' access to learning.	The SLP creates a safe learning environment that is accessible to most students.	The SLP creates a learning environment that is safe and accessible to all students.	The SLP creates a safe, caring learning environment for all students on their caseload, and collaborates with other staff in the building to create a safe environment for the school.	
CLASSROOM ENVIRONMENT EVIDENCE					

DATA COLLECTION (Standard 3: Assessment)	The SLP rarely collect quantitative data relative to measuring student progress. There is no evidence of a data-management system.	The SLP intermittently collects quantitative data relative to measuring student progress. The SLP attempts to establish processes and procedures to manage student data.	The SLP regularly collects quantitative data and uses the data to measure student progress toward short-term and long-term goals. The SLP uses effective data collection systems.	The SLP routinely collects and interprets quantitative data to measure and benchmark student progress toward short-term objectives, and long-term goals. The SLP creates, develops and uses data collection systems to effectively and efficiently manage student data.	
	The SLP does not use data to modify student interventions.	The SLP modifies intervention strategies based on data.	The SLP modifies intervention strategies, over time, based on data.	The SLP modifies intervention strategies, in real time, to reflect trends and patterns from assessment results.	
	The SLP fails to comply with state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with most state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with all state, federal an local regulatory policies related to educational data of children in schools.	The SLP complies with all state, federal and local regulatory policies related to educational data of children in schools.	
DATA COLLECTION EVIDENCE					

PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)	The SLP does not and/or makes no attempt to communicate clearly with students, parents and colleagues. The SLP does not collaborate effectively with professional colleagues	The SLP communicates with parents, but communication tends to be one way. The SLP communicates clearly with students and other staff both in spoken and written language.	The SLP uses effective communication strategies and multiple resources to convey ideas and work with parents cooperatively to support student learning. The SLP uses effective communication (oral and written) to convey instruction to students.	The SLP forms partnerships with parents and communicates proactively (two-way communication) with students, parents and staff to support student learning. The SLP models effective verbal and nonverbal communication techniques to support instruction and learning.	
	The SLP fails to act in an ethical manner, and/or does not follow district policies or the Ohio Educators Code of Conduct.	The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.	The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct.	The SLP meets, internalizes and models for colleagues professional ethics, district policies and the Ohio Educators Code of Conduct.	
	The SLP does not/or makes no attempt to demonstrate an ability to self-assess performance and to identify areas for professional development.	The SLP identifies areas of strength and areas for growth to develop and implement targeted goals for professional growth.	The SLP sets data-based, short-term and long-term goals for professional development and takes actions to meet these goals.	The SLP regularly modifies short-term and long-term professional goals based on self-assessment and analysis of student learning.	
PROFESSIONAL RESPONSIBILITIES EVIDENCE					

SUMMARY/RECOMMENDATIONS:
(Addendum may be attached.)

FINAL PERFORMANCE EVALUATION RATING:

Accomplished (25-28) _____

Skilled (18-24) _____

Developing (11-17) _____

**Ineffective (0-10) _____

***note - If 50% or more of the performance evaluation is rated "Ineffective," the final performance evaluation rating will automatically be "Ineffective"*

Note: the teacher may provide additional information to the evaluator within 10 working days of the post-observation conference. Any information provided within this time will be included in the final evaluation rating.

Teacher's Signature

Evaluator's Signature

Date

Signature does not indicate agreement or disagreement. Teacher comments may be included on the back of this page.

Upper Sandusky Exempted Village Schools
Counselor Informal Observation Form

Name: _____ Building: _____

Observer: _____ Observation Dates/Activity Observed: _____

Directions: This form serves as a record of an informal walkthrough/observation by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one information observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

Standard One: Comprehensive School Counseling Program Plan

	Comments	
School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive, and in alignment with the school's goals and mission.	Areas of Strength	
	Areas for Improvement	

Standard Two: Direct Services for Academic, Career, and Social/Emotional Development

	Comments	
School counselors develop a curriculum, offer individual student planning, and deliver responsive services to assist students in developing and applying knowledge, skills, and mindsets for academic, career, and social/emotional development	Areas of Strength	
	Areas for Improvement	

Standard Three: Indirect Services: Partnerships and Referrals

	Comments	
School counselors collaborate and consult with school personnel, parents/guardians, community partners, and agencies/organizations to coordinate support for all students.	Areas of Strength	
	Areas for Improvement	

Standard Four: Evaluation and Data

	Comments	
School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact, and adjust accordingly.	Areas of Strength	
	Areas for Improvement	

Standard Five: Leadership and Advocacy

	Comments	
School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive, and positive learning environment for all students.	Areas of Strength	
	Areas for Improvement	

Standard Six: Professional Responsibility, Knowledge, and Growth

	Comments	
School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning, and refine their work through reflective analysis.	Areas of Strength	
	Areas for Improvement	

Metric(s) of Student Outcomes

	Comments	
School Counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.	Areas of Strength	
	Areas for Improvement	

SUMMARY/RECOMMENDATIONS:

Counselor's Signature Date Observer's Signature Date

Signature does not indicate agreement or disagreement. Teacher comments may be attached to this page.

Upper Sandusky Exempted Village Schools
Evaluation of School Counselor Performance

Name: _____ Building: _____

Evaluator: _____ Formal Observation Dates: _____

Standard One: Comprehensive School Counseling Program Plan

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
School counselors collaboratively envision a plan for a comprehansive school counseling program that is developmental, preventative, responsive, and in alignment with the school's goals and mission.	The school counselor cannot articulate components of a comprehensive school counseling program	The school counselor articulates all components of a comprehensive school counseling program	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs, and works to design a plan of implementation	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.	
	The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results	
	The school counselor identifies no resources to implement the program	The school counselor identifies resources needed to partially implement the program	The school counselor identifies resources to fully implement the program	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners	
Standard One: Evidence					

Standard Two: Direct Services for Academic, Career, and Social/Emotional Development

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
School counselors develop a curriculum, offer individual student planning, and deliver responsive services to assist students in developing and applying knowledge, skills, and mindsets for academic, career, and social/emotional development.	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.	
	The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed	
	The school counselor does not deliver counseling, activities and/or experiences that promote student wellbeing	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed	
Standard Two Evidence					

Standard Three: Indirect Services: Partnerships and Referrals

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
School counselors collaborate and consult with school personnel, parents/guardians, community partners, and agencies/organizations to coordinate support for all students.	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social/emotional development	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development	
	The school counselor does not coordinate school and community resources to support students and promote their success	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success	
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate	
Standard Three: Evidence					

Standard Four: Evaluation and Data

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact, and adjust accordingly.	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self monitoring.	
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.	
Standard Four: Evidence					

Standard Five: Leadership and Advocacy

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive, and positive learning environment for all students.	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration	
	The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.	
	The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students	
	The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.	
Standard Five: Evidence					

Standard Six: Professional Responsibility, Knowledge, and Growth

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning, and refine their work through reflective analysis.	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.	
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful self reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement, and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.	
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.	
Standard Six: Evidence					

Metric(s) of Student Outcomes

	Ineffective (1)	Developing (2)	Skilled (3)	Accomplished (4)	Rating
School Counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains	
Metric(s) of Student Outcome: Evidence					

SUMMARY/RECOMMENDATIONS: (Addendum may be attached)

Note: the counselor may provide additional information to the evaluator within 10 working days of the post-observation conference. Any information provided within this time will be included in the final evaluation rating.

Counselor's Signature

Evaluator's Signature

Date

Signature does not indicate agreement or disagreement. Teacher comments may be included on the back of this page.

Upper SanduskyExempted Village Schools

Final Counselor Evaluation

Name: _____ Building: _____

Evaluator: _____ Observation Dates: _____

_____

Subject/Class: _____ Grade: _____

Individual Standard and Metric Ratings from Evaluation of Counselor Performance

_____ Standard One: Comprehensive School Counseling Program Plan

_____ Standard Two: Direct Services for Academic, Career, and Social/Emotional Development

_____ Standard Three: Indirect Services: Partnerships and Referrals

_____ Standard Four: Evaluation and Data

_____ Standard Five: Leadership and Advocacy

_____ Standard Six: Professional Responsibility, Knowledge, and Growth

_____ Metric(s) of Student Outcomes

Summative (Overall) Counselor Evaluation Rating (holistic rating assigned by evaluator)

_____

_____

Counselor's Signature

_____

Evaluator's Signature

_____

Date

Ohio School Counselor Evaluation System

Self-Assessment

Self-Assessment Summary Tool

The *Ohio Standards for School Counselors* define expectations for Ohio's school counselors based on what is known about the skills and practices of effective school counselors. The standards can be used as a guide for school counselors as they self-assess their professional effectiveness to identify their strengths and areas for additional professional growth.

One way for school counselors to self-assess is to respond to focused, guiding questions related to effective practices. This self-assessment tool offers both essential questions and statements for response.

The school counselor should consider each of the statements below and choose the response that most accurately represents performance.

Standard One Essential Question(s): Have I engaged in collaborative planning within my school for a comprehensive school counseling program plan?

I possess the knowledge and skills to design a comprehensive and proactive school counseling program.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
The school counseling program aligns with the school's goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Standard Two Essential Question(s): Do I effectively provide direct services to meet the academic, college/career and social/emotional development needs of my students?

Curriculum Development: I possess the knowledge and skills to develop an effective school counseling core curriculum.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
Individual Student Planning: I work directly with students to support their academic progress and goals.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to develop their college and career-related knowledge, skills and pathways.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to support their social/emotional development, skills and mindsets.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Responsive Services: I develop appropriate interventions for students as needed.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Three Essential Question(s): Do I effectively make connections, build partnerships, consult and seek solutions, and provide referrals to meet my students' academic, career/college and social/emotional development needs?

I partner with school personnel and parents/guardians to achieve common goals for student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I coordinate school and community resources and provide referrals as needed to support students and promote their success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Four Essential Question(s): Do I use data to plan, implement and continually improve my practice?

I monitor student performance and progress.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

I monitor the effectiveness of the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Five Essential Question(s): Do I effectively advocate on behalf of students and the role of the school counseling program in creating a positive environment and meeting the needs of the whole child?

I serve as a leader.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

I foster a school environment that is inclusive of, responsive to, and safe for its diverse members.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I advocate on behalf of students.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I advocate for my profession and the role that school counselors play in fostering student success and well-being.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Six Essential Question(s): Do I demonstrate professionalism, model ethics and seek continuous professional learning?

I seek ongoing, relevant and high-quality professional learning and growth.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I adhere to ethical standards and legal and professional codes.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate professionalism in my field	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Upper Sandusky E. V. S.
Non-Classroom Evaluation Instrument

Name: _____ Building: _____

Evaluator: _____ Observation Dates: _____

_____

Subject/Class: _____ Grade: _____

DOMAIN ONE: PLANNING AND PREPARATION

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				1a) Lesson plans have clear objectives, which are correlated to the indicators and benchmacks found in the academic content standards.
				1b) Demonstrates competence in subject matter.
				1c) Provides adequate planning for a substitute teacher.
				1d) Student achievement is assessed on an on-going basis both formally and informally.

DOMAIN TWO: CLASSROOM ENVIRONMENT

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				2a) Classroom rules are reasonable and applied in a consistent manner.
				2b) Encourages an atmosphere of mutual respect and cooperation.
				2c) Demonstrates the ability to handle most classroom disciplinary problems directly.
				2d) Classroom environment is conducive to learning.
				2e) Student safety is protected through proper use of equipment.
				2f) Teacher praises and encourages student effort.

DOMAIN THREE: INSTRUCTION

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				3a) Demonstrates flexibility; adapts material, methods and activities according to students' individual needs.
				3b) Teacher explains lesson objectives (age-appropriate) and reviews key concepts or skills previously taught.
				3c) Uses a variety of instructional techniques; large group, small group, cooperative learning groups, independent or individualized learning activities, materials and additional resources to enhance student learning.
				3d) Teacher makes use of classroom questioning as part of interactive learning. Questions are structured to focus students' attention to key elements in the lesson.
				3e) Teacher utilized instructional time.
				3f) Teacher sets standards which are challenging yet attainable.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
				4a) Participates in meetings: staff, departmental, in-service, grade level, committee or curricular.
				4b) School rules, administrative guidelines and board policy are upheld, enforced and adhered to consistently.
				4c) Demonstrates professional growth: attendance at conferences, seminars, additional course work, professional organizations, etc.

DOMAIN FOUR: PROFESSIONAL RESPONSIBILITIES CONT'D.

				4d) Demonstrates the ability to effectively work with colleagues and strives to maintain good relations among peers.
				4e) Performs necessary clerical responsibilities in a timely manner.
				4f) Maintains a good attendance record: prompt and punctual to school and class.
				4g) Responds to parental inquiries promptly, positively, honestly, and displays confidentiality.
				4h) Maintains personal appearance appropriate to assignment.

SUMMARY/RECOMMENDATIONS:
(Addendum may be attached.)

_____
Teacher's Signature

_____
Evaluator's Signature

_____
Date

Signature does not indicate agreement or disagreement. Teacher comments may be included on the back of this page.

DOMAIN ONE: *PLANNING AND PREPARATION*

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
Submits lesson plans on time every week & complete enough for a substitue to use.	Submits lesson plans on time, every week.	Submits lesson plans regularly, but they are incomplete.	Does not turn in lesson plans, submits lesson plans sometimes.	1a) Lesson plans have clear objectives, which are correlated to the indicators and benchmacks found in the academic content standards.
Demonstrates a mastery of material being taught.	Demonstrates competence in content knowledge appropriate to the teaching position.	Randomly references course of study and curriculum map.	Does not refer to course of study; does not have a curriculum map.	1b) Demonstrates competence in subject matter.
Sub folder is submitted and teacher is prepared for most emergencies.	Class is provided with work that correlates with content standards being taught.	Class is provided with busy work.	No plans are provided.	1c) Provides adequate planning for a substitute teacher.
Utilizes teacher-developed, student-generated, performance, and product assessments to differentiate cognitive levels of learning.	Uses assessment to provide feedback, design future instruction, and monitor progress toward curriculum goals; utilizes assessments reflective of instruction; using formal and informal assessments to check for understanding in class, groups, or at an individual level; uses assessment data to effectively plan learning activities; interprets standardized test scores to direct continuous improvement in instruction.	Some goals are assessed, but many are not. Teacher uses results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals; results minimally affect planning.	1d) Student achievement is assessed on an on-going basis both formally and informally.

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DOMAIN TWO: *CLASSROOM ENVIRONMENT*

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
Standards of conduct are clear to all students and appear to have been developed with student participation.	Standards of conduct are clear to all students.	Standards of conduct appear to have been established for most situations and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what the standards are.	2a) Classroom rules are reasonable and applied in a consistent manner.
Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.	Tasks for group work are organized and groups are managed so most students are engaged at all times.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Students not working with the teacher are not productively engaged in learning.	2b) Encourages an atmosphere of mutual respect and cooperation.
Uses the School's discipline plan extremely well and class runs efficiently without interruption; communicates with parents with positive and negative feedback.	Uses the School's plan; has quality rules & implements the majority of the time; communicates with parents, demonstrates fairness, consistency, respect, empathy, and firmness in the handling of students.	Tries to use the School's plan, but fails to implement consistently; needs more follow through.	Does not use the School's plan, has little consistency.	2c) Demonstrates the ability to handle most classroom disciplinary problems directly.
Transitions are seamless, with students assuming some responsibility for efficient operation; systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.	Transitions occur smoothly with little loss of instructional time; efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Transitions are sporadically efficient, resulting in some loss of instructional time; systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Much time is lost during transitions; considerable time is lost in performing non-instructional duties.	2d) Classroom environment is conducive to learning.
The classroom is safe, and students adjust the furniture to advance their own purposes in learning.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	2e) Student safety is protected through proper use of equipment.
Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or desregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher interactions with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit desrespect for teacher.	2f) Teacher praises and encourages student effort.

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DOMAIN THREE: *INSTRUCTION*

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
Teacher successfully makes a major adjustment to a lesson.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson, with mixed results.	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	3a) Demonstrates flexibility; adapts material, methods and activities according to students' individual needs.
Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are confusing to students.	3b) Teacher explains lesson objectives (age-appropriate) and reviews key concepts or skills previously taught.
All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projec ts to enhance understanding. Feedback is consistently high quality. Provision is made for students to use feedback in their learning. Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them. Feedback is consistently high quality. Freedback is consistently provided in a timely manner.	Not totally planned but has enough intuition to adjest to the gaps in the directions fostering an appropriate environment; trial and error.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. Feedback is either not provided or is of uniformly poor quality. Feedback is not provided in a timely manner.	3c) Uses a variety of instructional techniques; large group, small group, cooperative learning groups, independent or individualized learning activities, materials and additional resources to enhance student learning.
Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Most of teacher's questions are of high quality. Adequate time is available for students to respond. Questions using all of Blooms.	Teacher's questions are a combination of low and high quality. Only some invite a response. Uses only the beginning levels of Blooms.	Teacher's questions are virtually all of poor quality. Uses only knowledge and comprehension levels of Blooms.	3d) Teacher makes use of classroom questioning as part of interactive learning. Questions are structured to focus students' attention to key elements in the lesson.
Exemplary use of time - best practice.	Uses time effectively and demonstrates ability to plan work and to sequence activities.	Sometimes uses time effectively. Doesn't consistently exhibit skill in ability to plan work and to sequence activities.	Time is not used effectively. Lacks ability to plan work and to sequence activities.	3e) Teacher utilized instructional time.
Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and solicit additional resources from the school.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher accpts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	3f) Teacher sets standards which are challenging yet attainable.

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DOMAIN FOUR: *PROFESSIONAL RESPONSIBILITIES*

Distinguished	Proficient	Basic	Needs Improvement (Suggestions Provided)	Areas for Evaluation
Teacher volunteers to participate in school and district events/projects, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.	Teacher volunteers to participate in school and district events/projects, make a substantial contribution.	Teacher participates in school and district events/projects when specifically asked.	Teacher avoids becoming involved in school and/or district events and projects.	4a) Participates in meetings: staff, departmental, in-service, grade level, committee or curricular.
	Follows the rules, guidelines and policies on a consistent basis.		Teacher fails to follow the rules, guidelines and policies on a consistent basis.	4b) School rules, administrative guidelines and board policy are upheld, enforced and adhered to consistently.
Teacher attends professional development locally and participaes in additional conferences to improve their teaching.	Teacher attends and participates in local professional development including voucher hour opportunities.		Teacher fails to participate in local professional development, including voucher hours on a consistent or regular basis.	4c) Demonstrates professional growth: attendance at conferences, seminars, additional course work, professional organizations, etc.
Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.	Support and cooperation characterize relationships with colleagues.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Teacher's relationship with colleagues are negative or self-serving.	4d) Demonstrates the ability to effectively work with colleagues and strives to maintain good relations among peers.
	Teacher completes all clerical assignments completely and in a timely manner.	Teacher completes all clerical assignments in a regular and consistent manner with reminders.	Teacher fails to complete clerical assignments on a regular or timely basis.	4e) Performs necessary clerical responsibilities in a timely manner.
	Teacher is in attendance and on time for work most of the time.		Teacher is not in attendance and/or is tardy from work on a regular basis.	4f) Maintains a good attendance record: prompt and punctual to school and class.
Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	4g) Responds to parental inquiries promptly, positively, honestly, and displays confidentiality.
	Teacher is dressed professionally all or most of the time.		Teacher fails to dress professionally on a regular basis.	4h) Maintains personal appearance appropriate to assignment.

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Walkthrough Observations
Ohio Teacher Evaluation System 2.0

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

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

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

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

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

Evaluator Summary Comments:

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

Using High-Quality Student Data to Inform Instruction and Enhance Practice

Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two measures of district-determined high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.*

It is recognized there are many types of data that can be used to support student learning, and the data include much more than just test scores. *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- ☐Align to learning standards
- ☐Measure what is intended to be measured
- ☐Be attributable to a specific teacher for course(s) and grade level(s) taught
- ☐Demonstrate evidence of student learning (achievement and/or growth)
- ☐Follow protocols for administration and scoring
- ☐Provide trustworthy results
- ☐Not offend or be driven by bias

AND

The teacher must use the data generated from the high-quality student data instrument by:

- ☐Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning
- ☐Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students
- ☐Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis
- ☐Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards

*LEGAL REFS. ORC 3319.111; 3319.112

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
☐ Classroom Environment
☐ Knowledge of Students
☐ Assessment of Student Learning
☐ Lesson Delivery
☐ 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
21			

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

Comments:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

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

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

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

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

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

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

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Ohio School Counselor Evaluation System

Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development: one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: Evaluator Name: ☐ Self-Directed ☐ Collaborative

Goal One

Choose the Standard(s) aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.

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

Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Goal Two

*Choose the domain(s) aligned to the **Metric of Student Outcomes** goal.*

☐ Academic ☐ College/Career ☐ Social/Emotional

Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed
25			

Comments:

School Counselor:_____ Evaluator:_____ Date:_____

Improvement Plan

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

School Counselor Name:
School Year:

Date of Improvement Plan Conference:
Building:

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

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

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

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

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that the school counselor must take to improve his or her performance. Indicate the sources of evidence that the evaluator will use to document completion of the improvement plan.

Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

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

Date for this Improvement Plan to Be Evaluated:

School Counselor's Signature: _____ Date:

Evaluator's Signature: _____ Date:

Improvement Plan: Evaluation of Plan

School Counselor Name: Date of Evaluation:
School Year: Building:

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

☐ Improvement demonstrated and professional standards met a satisfactory level of performance.
☐ Continue with the Improvement Plan for a specified amount of time. Date:
☐ Recommend dismissal.

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

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

School Counselor's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

* The level of performance varies depending on school counselor's years of experience.

L. Staff Reduction

By reason of decreased enrollment of pupils, return to duty of regular teachers after leaves of absence, financial reasons, suspension of schools or territorial changes affecting the District, the Board may make reductions in staff. When such a reduction is deemed necessary, the following procedures shall apply.

1. Each school year the Association President shall be given a list of teachers on continuing contracts. Each teacher shall file his/her certificates with the treasurer no later than April 15th.

2. When the Board determines that a reduction in force is necessary, the Superintendent shall prepare a reduction in force (RIF) list which includes all teachers in an area of certification affected by the RIF. Within each such affected area, all teachers on continuing contracts shall be listed first. Next all teachers on limited contracts shall be listed.

3. At least thirty (30) days preceding an anticipated staff reduction, the Association President(s) shall be notified in writing of the Board's intent to consider a staff reduction and shall receive a list of those teachers who might be affected by the reduction. Such a list will include specific positions to be affected, the proposed time schedule, and the reasons for the proposed action. If the Association President (s) has been informed of impending potential or actual reductions in force, a meeting may or may not be held, subject to the Association President (s) request to hold such a meeting.

4. All reductions pursuant to this section shall be made as follows:

    a. To the extent possible, the number of teachers affected will be limited by not filling vacancies caused by retirement, death, or non-renewal of limited contracts for reasons not related to the proposed RIF.

    b. The Board shall proceed to suspend contracts in accordance with the recommendations of the Superintendent who shall, within each teaching field affected, give preference to those employees on continuing contracts.

    c. An employee whose contract is suspended as a result of staff reduction shall be given written notification no later than May 20 of the year the reduction is to be implemented.

5. Definition

    a. Area of certification means any subject for which the teacher is licensed.

b. The Board shall comply with O.R.C. 3319.17 when it determines that it will reduce the number of teachers it employs. The Superintendent shall use the OTES teacher performance ratings for purposes of determining whether or not teachers have comparable evaluations. Comparable shall be defined as any teacher who receives a Summative Rating of Accomplished, Skilled or Developing.

6. Recall

   a. Teachers selected for suspension of contract shall immediately be placed on a Recall List for a period of thirty-six (36) months for the effective date of the RIF. A teacher whose name appears on the Recall List shall be recalled if and when a position becomes available for which he/she is licensed. Notice of recall shall be given by registered mail to the last address given by the teacher to the Board. It shall be the responsibility of the teacher to keep the Board advised in writing of telephone number and mailing address at which he/she can be reached.

      i. The rights herein granted shall be forfeited by the teacher should he/she

         a) waive his/her recall rights in writing:
         b) resign;
         c) fail to accept recall to a full-time position (or part-time position if the teacher was employed part-time prior to the RIF) as provided for herein
         d) fails to report to work in a position that he/she has accepted within ten (10) school days after receipt of the notice of recall.

      ii. An individual on the Recall List shall, upon acceptance of the notification to resume active employment status return to active employment status with the same seniority, accumulation of sick leave and salary schedule placement as said employee enjoyed at the time of layoff.

7. Where group insurance policies permit, and the extend required by state and federal law, an individual on the recall list who is unemployed and does not otherwise have group coverage available may continue to participate in those benefits which are provided to employees in active employment provided the individual pays the full monthly premium for such benefits.

M. School Year

The standard teacher's contract is based on a school year of one hundred eighty-two (182) days. On days when school is closed due to weather/calamity, teachers will not be required to provide "remote learning" lessons. If, at any point, students are required to "make up" time, to meet the minimum requirements for the school year as defined by the State of Ohio, any further calamity hours will be completed using any of the following: in-person instruction, "blizzard bags," and/or remote learning.

If, at any time, the State increases the length of the school year requiring additional days to be worked under the terms of this agreement, the base salary for bargaining unit members as defined in Article 4, Section A of this agreement will automatically be increased by a percentage equal to the percentage of increased time necessary to meet the minimum requirements for the school year.

In addition to 174 student instructional days, the school year for certificated staff (exclusive of any extended service) shall consist of the following:

1. One (1) full work day before the first student day during which no meetings will be scheduled.

2. One (1) work day, inclusive of up to two (2) hours for meetings as determined by the Board. If Open House is scheduled to coincide with this work day, the seven (7) hour and twenty (20) minute day may be scheduled to incorporate Open House.

3. One (1) Professional Development Day scheduled prior to the first student day.

4. Parent/Teacher conferences may be scheduled in the evening following a full day of school or as a full day on their own. If parent/teacher conferences are scheduled for evenings following a full school day, it shall count as contractual days worked and the Association shall decide where to utilize an equal amount of time "off" (aka "flex time") in the calendar in exchange for the time worked in the evening.

5. A records day shall be scheduled at the end of Quarter 1 and record day two (2) hour delay days shall be scheduled at the end of Quarter 2 and Quarter 3.

6. There shall be two (2) Professional Development Days scheduled during the instructional year. One (1) of these two (2) scheduled PD days shall be self-directed to provide bargaining unit members adequate time to complete Public School Works and plan/implement district initiatives.

7. An early release day will be scheduled on the last student instructional day of school.

8. A records day at the end of the school year with the understanding that up to the first two (2) hours of this day may be used by the curriculum coordinator or principal to involve staff in curriculum assessment activities. The early release day on the last student instructional day of the school year may be used for curriculum assessment activities in place of time being taken out of the last teacher records day of the school year.

9. It is further understood that the legal requirements for a minimum school year with a minimum number of required instructional days shall be met each school year with the understanding that once these requirements have been met, teachers will come in the very next scheduled week day (non-holiday) to fulfill their last teacher work day of the school year.

   The Superintendent and Association shall appoint a committee to develop and propose the school calendar for the subsequent school year. Each party may appoint exactly four (4) committee representatives. The committee shall include the Association President or his/her designee and an Association representative from each educational level: elementary, middle, and high school. In addition to the contractual requirements otherwise provided in this agreement, calendar options must meet the following criteria:

   a. Thanksgiving Break shall always include the Wednesday before and the Friday after the holiday.

   b. The first scheduled day for Winter Break shall be not later than December 23 and the last scheduled day shall be not earlier than January 2nd. Winter Break may begin earlier or end later than these dates, but in no case shall the scheduled Winter Break be longer than two consecutive weeks (three weekends).

   c. In no event will Martin Luther King Day be scheduled as teacher work day.

   d. A Spring Break shall be a minimum of 5 days inclusive of weekends.

   e. The final student day shall never be scheduled later than the Friday after Memorial Day.

   f. The final teacher work day shall be on the non-holiday weekday immediately following the last student day.

The proposed calendar recommendations from this committee shall be presented to the Professional Staff (certified and classified associations) for consideration. The Superintendent will present the calendar option that receives the most votes to the Board for adoption.

N. Teacher Work Day

The work day for all employees shall be seven (7) hours and twenty (20) minutes inclusive of the time periods specified below:

1. All employees shall be entitled to an uninterrupted, duty-free lunch period of not less than thirty (30) minutes.

2. All secondary employees shall be entitled to, during the student day, a daily planning/conference period which is the equivalent of a regular teaching period and may be assigned no additional duties during this time.

3. Teachers that are assigned to multiple buildings shall have not less than fifteen (15) minutes for travel between assignments.

4. The Board shall provide a minimum of two hundred (200) minutes of planning time per week for elementary teachers during which no additional duties are assigned. Such planning/conference time shall not include time before or after the student day. Each elementary teacher shall receive one (1) uninterrupted planning period per day of at least thirty (30) consecutive minutes.

5. Each building principal and one (1) Association representative will decide upon teacher arrival and departure times to ensure proper supervision of students before and after the regular school day, but at no time shall this time period be less than 15 minutes before and after regular start/departure times.

6. An employee who needs to be absent from duty on a given work day is responsible for advising the building principal (or principals' designee) as soon as practicable but not later than 6:30 a.m. in order to facilitate class coverage by a substitute. It is mutually recognized that, while every effort should be made to meet this 6:30 deadline, an occasional deviation may be necessitated by a bona fide emergency.

O. Class Size

Classes in Grades K-3: maximum number of students per class shall be 27. Based on enrollment numbers as of the Friday following Labor Day, the Board will provide a half-time educational assistant and/or co-teacher to assist a teacher in grades K-3 who has twenty-five (25) or more students in his/her classroom.

Classes in Grades 4-5: maximum number of students per class shall be 30. Based on enrollment numbers as of the Friday following Labor Day, the Board will provide a half-time educational assistant and/or co-teacher to assist a teacher in grades 4-5 who has twenty-seven

(27) or more students in his/her classroom.

Classes in Grades K-12: any teacher in the district can submit a request to the class size advisory committee not later than the Friday after Labor Day to have a classroom aide and/or co-teacher to assist the teacher. The committee will consider all requests and documentation and will make a recommendation to the Superintendent for each request. Upon recommendation of the committee, the Board may provide a half-time educational assistant and/or co-teacher to assist the teacher.

A class size advisory committee consisting of three (3) district administrators, the special education coordinator, and one (1) teacher from each building to be appointed by the Association President will review and exchange information pertaining to this section of the Agreement. The committee will meet on the Professional Development Day scheduled during the Wyandot County Fair.

The class size section of this agreement can be re-evaluated by the Board and the Association on a yearly basis.

P. Building Access

Each teacher who requests same shall be issued a key(s)/fob(s) which shall provide access to the building and classroom(s) in which he/she teaches and teacher lounges in the building, copy rooms in the building, and to equipment necessary in the preparation of class work. The Administration may implement a numbered and sign-out security system with respect to such distribution of keys/fobs. Should an employee for any reason lose a key/fob, a fee of twenty-five dollars ($25.00) will be charged. If a particular building is equipped with an alarm system during the term of this Agreement, representatives of the Board and Association shall meet and bargain with respect to changes, if any, in this Section that may be appropriate.

Q. Distribution of Agreement

Copies of this Agreement shall be distributed to all bargaining unit members, the Board, and the Administration within thirty (30) days of execution. The parties shall jointly prepare the final document, shall mutually agree upon the number of copies to be produced, and shall share the cost of printing.

R. Vacancies

When the Board determined that a vacancy exists, such vacancy (teaching and extra -duty) shall be made available by the school email system, and a copy of such posting will be provided to the Association President. All such vacancies shall first be posted internally and remain posted for at least five (5) work days. Employees interested in posted vacancies shall apply to the Superintendent within five (5) days of the last date of the posting. Bargaining unit

members submitting applications who meet licensure/certification requirements for the posted position shall be deemed qualified and shall be awarded an interview. Bargaining unit members not selected for the position shall be provided reasons, in writing, within ten (10) days after the selection of the candidate. If there are no internal applicants, the Board shall post the position externally for no fewer than five (5) days.

Prior to the end of each school year, the Administration will survey all bargaining unit employees for the purpose of affording each employee the opportunity to indicate: (1) whether the employee intends to return in the following school year; (2) whether the employee wants to maintain his/her current assignment; (3) what supplemental contract position(s), if any, the employee is qualified to fill and would be willing to accept, if offered; and (4) what specific regular teaching position(s), if any, the employee is qualified to fill and would be willing to accept, if offered.

S. Continuing Contract Status

1. Application and Requirements

A continuing contract is a contract that remains in effect until the teacher resigns, elects to retire, or until it is terminated or suspended. To be considered for continuing contract status, a teacher shall notify the Superintendent by December 1 of the year his/her limited contract is expiring.

After application for continuing contract, the teacher shall be evaluated in accordance with the adopted evaluation procedure and may submit whatever supplementary information he/she desires.

In addition to the formal observation, a teacher granted continuing contract status must meet the following requirements:

a. The teacher holds a professional educator license, senior professional educator license, or lead professional educator license issued under section 3319.22 of the Revised Code.

b. The teacher has held an educator license for at least seven years.

c. The teacher has taught within the district for three (3) out of the last five (5) years. For teachers who, prior to their employment at USEVS, have attained continuing contract status in some other district, they become eligible after two years of service within USEVS.

d. The teacher has completed the applicable one of the following:

i. If the teacher did not hold a master's degree at the time of initially receiving an educator license, thirty semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license.

ii. If the teacher held a master's degree at the time of initially receiving an educator license, six semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license.

2. Effects of Application

Upon consideration of the application for continuing contract status, the board may choose one of the following contract options:

a. The teacher may be granted continuing contract status.

b. The teacher may be granted a limited contract not to exceed two (2) years provided the Superintendent has given the applicant written notice of his intention to make such a recommendation.

i. If a teacher is granted a limited contract under this circumstance, the teacher will also be provided with reasons directed at the professional improvement of the teacher on or before April 30th.

ii. If at the end of this limited contact, the board feels sufficient improvement has been made, the board may at its discretion grant either continuing contract status or another limited contract not to exceed two (2) years.

c. The teacher's employment with the board may be non-renewed.

If the board grants a continuing contract based on assumed completion of requirements and the teacher fails to meet said requirements before the beginning of the following school year, the continuing contract will be voided and the teacher will be granted a limited contract instead.

T. Smoke-Free Work Environment

Smoking or any use of tobacco products shall be prohibited in school buildings at all times.

U. Telephones

Telephones shall be available in at least one (1) locker room office at the High School and Middle School. In addition, telephones shall be available in the teacher workroom in each building. The telephones will be available for professional purposes and may be limited to the local telephone exchange.

V. Tuition Reimbursement

The Board agrees to fund a tuition reimbursement program as set forth in the following guidelines:

1. An employee's reimbursement shall not exceed actual paid tuition costs or $300.00 per semester hour, whichever is less, for courses completed between July 1 and June 30.

   Reimbursement will be based upon the following formula:

   a. The total amount spent by all employees submitting up to twelve (12) hours per person per year times $300.00 shall be divided by the total amount of the pool ($32,500) to equal percentage.

   b. The employee will be paid a percentage obtained by the formula up to the $300 / 12-credit hour parameters established, but only if there are over $32,500 in total qualified reimbursements to be distributed staff-wide for the designated year.

   c. The Association and the Board shall work cooperatively to inform employees around May 1 of each year of the June 1 deadline by which all required paperwork and requests for reimbursement must be submitted to the district treasurer.

   d. For purposes of this formula, "hour" means a semester hour, with the further understanding that in case of quarter hour an appropriate mathematical adjustment will be made.

2. The Board's maximum expenditure per school year shall be limited to thirty-two thousand five hundred dollars ($32,500). Any funds not expended during a school year shall not be carried over to the next school year. The Association President may receive a periodic eligibility and status report regarding the funds.

3. An employee will receive reimbursement in accordance with Paragraph 1 above for approved graduate courses (this assumes current salary schedule index) upon submission of proof of successful completion of the course(s). Completed coursework documentation (receipts, grade/transcripts and any other documentation) shall be submitted to the

Treasurer no later than September 1. Reimbursement to eligible participants will be made no later than September 30, contingent upon employment as of the date payment is made. Application for participation in this program must be submitted in a timely manner for advance approval by the Superintendent or his/her designee. After initial approval, any course changes must be approved by the Superintendent. If timely approval has not been secured, the teacher will not be reimbursed.

4. Successful completion shall be defined as receipt of the grade of "B" or better, or a passing grade in the case of the pass/fail course, and submission of a grade slip or a transcript.
5. To qualify for reimbursement, a course must fit into one (1) of the following classifications:

   a. Related to the teacher's current assignment

   b. Required in order for the employee to maintain his/her existing areas of certification/licensure; related to the needs of the District as determined by the Superintendent.

6. All courses must be approved by the Superintendent or his/her designee prior to official enrollment in the course.

W. Local Professional Development Committee

1. The LPDC shall keep and retain records of its meetings, decisions, and recommendations.

2. The LPDC shall not have authority to revise, change, delete, or modify any provisions of this collective bargaining agreement, except as is provided by Ohio Revised Code Section 4117.10 (C) or as provided by the terms of the agreement.

3. If legislative action by the Ohio General Assembly impacts in any way this subject matter, the parties agree to reconvene bargaining to make appropriate adjustments.

4. The LPDC will be responsible for administering any Master Teacher Program in the District.

5. The annual compensation for a bargaining unit member serving on the LPDC shall be $600.00.

X. Teacher Grants

The Board shall set aside seven thousand dollars ($7,000) per fiscal year for teacher grants, guidelines for and approval of which shall be made by a committee comprised of two (2) persons appointed by the Superintendent and three (3) persons appointed by the Association President.

It is mutually understood that monies allocated for this purpose may come from any source available to the Board including federal, state or other grants or funds earmarked for professional development, or the general fund.

Each year applications for teacher grants of up to $1,000 can be submitted to the superintendent or his designee. Applications may be submitted October 1 through 31 for approval by the Board in November of each year.

Y. Resident Educator Program

1. Definitions

   a. Resident Educator Program - A program following ODE guidelines, created by statute, designed to provide newly-licensed Ohio educators quality mentoring and guidance. Successful completion of the residency program is required to advance to a five (5) year professional educator license.

   b. Mentor - A mentor is a teacher trained and assigned to provide professional support to a resident educator following ODE guidelines and protocols.

   c. Resident Educator - A resident educator is a teacher employed under a resident educator license.

   d. Resident Educator Program Committee - The committee will include the program coordinator, mentors, one district administrator, and Association President or designee.

      The committee will have the following responsibilities:

      i. collaborate in the administration of the program, selection, and assignment of mentors

      ii. provide for the training of mentors and resident educators

      iii. review the program's effectiveness

      iv. address/solve mentor/resident educator concerns, issues, problems

2. Compensation

   a. Release Time

      i. Each mentor teacher and facilitator shall be granted release time for direct

mentoring activities as approved by a Superintendent. Release time shall be separate from any other release time covered under this Agreement and shall be coordinated by the Superintendent or Building Administrator.

ii. Each mentor teacher shall be granted release time by the Building Principal to attend committee meetings, necessary training, and to perform the required committee work.

b. Mentor compensation shall be two percent (2%) at Step 0 of the Supplemental Salary Schedule for each resident educator assigned.

c. The District will pay all training fees required for mentors and facilitators to receive the mandatory ODE state mentor training.

Z. Employment of Retired Teachers

1. Staff members that would like to be considered for retire/rehire will send a letter to the Superintendent requesting to be considered by March 1. Any recommendation on allowing a bargaining unit member to retire/rehire will be made by the full administrative team.

2. Salary will be determined by placing the employee at Step 0 in the appropriate column of educational training on the salary schedule for this negotiated agreement. Each year thereafter, salary schedule placement will continue to reflect zero (0) years of experience.

3. Each teaching contract awarded to a retired teacher shall be a one (1) year limited contract.

AA. Master Teacher

1. Teachers may apply for Master Teacher designation. All materials need to be submitted to the LPDC Committee through the HR Director two (2) weeks prior to scheduled bi-monthly meetings.

   If Master Teacher designation is granted, a total of ninety (90) Contact Hours will be granted to be used toward teacher license renewal.

   If Master Teacher designation is not granted, a total of sixty (60) Contact Hours will be granted to be used toward teacher license renewal after application.

2. If application is made in the year of teacher license renewal, the teacher can choose to have contact hours apply to the current year renewal or the next required license renewal.

AB. Building Leadership Teams

When a building leadership team (BLT) is formed, representation on the BLT shall include a diverse group of teachers representative of the building population. Such groups will include:

Elementary Level: at least one teacher from each: classroom teachers, special education, art/music/physical education

Middle School Level: at least one teacher from each: grade level (representing a variety of subjects), special education, art/music/physical education/computer science

High School Level: at least one teacher from each department: English, Math, Social Studies, Science, Special Education, and at least one teacher from art/music/physical education/computer science/business/industrial arts/vocational agriculture

The members of the Building Leadership Team will engage in two-way communication to collect and share the information and data they need to implement evidence-based strategies, provided feedback to identify their support needs and barriers to implementation and success, and share responsibility for improving student achievement as part of a system-wide improvement focus.

AC. Health and Safety of Students and Staff

At the request of either the Association or the Board, a committee shall convene to discuss current issues pertaining to the health and safety of students and/or staff. The first meeting of such committee shall be held not more than 10 school days following the request and shall include 3 representatives each from the Association and the Board. The goal of the committee meetings shall be to formulate and make a recommendation to address the current health and/or safety concern. Members of the Health and Safety Committee shall receive twenty-five ($25.00) per meeting for all time spent beyond the contractual day.

The Health and Safety Committee does not have the authority to create, modify, or terminate any term or condition of employment, nor does it have the ability to alter the terms of the collective bargaining agreement currently in effect. Any recommendation that impacts the collective bargaining agreement or a term and condition of employment shall be forwarded to the appropriate representatives of the Association and Board of Education for possible negotiation under Chapter 4117 of the Ohio Revised Code and applicable provisions of the collective bargaining agreement.

AD. State-Mandated Dyslexia Program

1. For required training for dyslexia or other literacy topics, the Board shall:

    a. To the extent possible within the yearly school calendar, reserve professional development time specifically for this purpose on in-service days, and/or early-dismissal days, and/or late-arrival days.

    b. Compensate all effected bargaining unit members their hourly per diem rate of pay for any required professional development time related to dyslexia and/or other literacy topics that must be carried out outside of regular work hours.

2. No bargaining unit member shall be required to serve on the Dyslexia Multidisciplinary Team (DMT) that districts must create under ORC 3323.251. Any bargaining unit member electing, on a voluntary basis, to serve on the DMT shall:

    a. be an active participant in all decisions regarding the implementation and maintenance of the screening programs of the building/district;

    b. have all expenses related to any training for and the participation in the DMT activities paid by the Board;

    c. be compensated for DMT training hours at their hourly per diem rate;

    d. be compensated for participating in regular DMT activities with a supplemental contract at a rate of $500, defined in the supplemental contract section of this CBA;

    e. be provided substitute classroom coverage for their traditional instructional responsibilities and/or a reduction in their workload that directly corresponds to the time necessary to complete the tasks relating to this role;

    f. never be required to evaluate the instruction of another bargaining unit member;

    g. declare their intent to serve on the DMT with each new school year by May 1;

    h. be able to withdraw from the DMT at the end of the school year without reprisal and with no impact on or mention in the bargaining unit member's annual evaluation.

3. Any bargaining unit member electing, on a voluntary basis, to serve as a proctor for the Dyslexia Tier I Universal Screener tool shall:

    a. receive full reimbursement for procuring or maintaining any certification, licensure, and/or professional development needed to maintain this position;

b. be provided substitute classroom coverage for their traditional instructional responsibilities and/or a reduction in their workload that directly corresponds to the time necessary to complete the tasks relating to this role;

c. never be required to evaluate the instruction of another bargaining unit member;

d. be able to withdraw from the screening program at the end of the school year without reprisal and with no impact on or mention in the bargaining unit member's annual evaluation.

4. Any bargaining unit member electing, on a voluntary basis, to serve as a proctor for the Dyslexia Tier II Screener tool shall:

a. receive full reimbursement for procuring or maintaining any certification, licensure, and/or professional development needed to maintain this position;

b. be provided substitute classroom coverage for their traditional instructional responsibilities and/or a reduction in their workload that directly corresponds to the time necessary to complete the tasks relating to this role;

c. never be required to evaluate the instruction of another bargaining unit member;

d. be able to withdraw from the screening program at the end of the school year without reprisal and with no impact on or mention in the bargaining unit member's annual evaluation.

AE. Multi-Tiered System of Support (MTSS) Committee

A Multi-tiered System of Supports (MTSS) is an educational framework for meeting the varied needs of students. MTSS provides a way to decide when to offer interventions with varying levels of intensity for improving learner academic and behavioral outcomes across general and special education. The MTSS Committee will meet to determine Tier 2 and Tier 3 interventions for students who require academic and behavioral support beyond the school-wide Tier 1 strategies, relying upon the Intervention Intensity Checklists on the following pages.

1. The Committee shall be represented by teachers from each of the following categories:

a. K-3 General Ed Teacher (2 teachers)
b. K-5 General Ed Teacher (2 teachers)
c. 6-8 Grade (2 teachers)
d. 9-12 Grade (2 teachers)
e. K-2 Intervention Specialist (1)
f. 3-5 Intervention Specialist (1)

g. 6-8 Intervention Specialist (1)
h. 9-12 Intervention Specialist (1)
i. School Counselor (ES, MS, HS, (2 total))

2. Payment for the MTSS Committee shall be a yearly stipend as indicated on the Supplemental Salary Schedule.

ARTICLE VI –
DURATION OF AGREEMENT

A. Waiver of Negotiations

The Board and Association acknowledge that during negotiations resulting in this Agreement, each party had the right and the opportunity to make demands and proposals with respect to any matter and that this Agreement was arrived at by the parties after the exercise of that right and opportunity. During the life of this Agreement neither party shall be obligated to negotiate with respect to any subject or matter except under the specific conditions of Article I, Section D (Amendment Procedure) or if State Employment Relations Board determines that a specific subject matter must be negotiated by the parties.

B. Entire Agreement Clause

The Agreement supersedes all previous agreements, verbal or written, or based on alleged past practices, between the Board and the Association and constitutes the entire Agreement between the parties. Any amendment shall not be binding unless executed in writing by the parties.

C. Conflict with Law

Consistent with Section 4117.10 of the Ohio Revised Code, the terms of this Agreement supersede any conflicting provisions of state law. If during the term of this Agreement there is a change in Section 4117.10 (A) which would invalidate any provision(s), or if any provision(s) of this only Agreement is determined to be contrary to state or federal law by a court of competent jurisdiction, such provision(s) shall be inoperative and the remaining provisions hereof shall remain in full force and effect. Within thirty (30) days the parties shall meet to attempt to negotiate a replacement provision(s).

D. Term of the Agreement

The duration of this Agreement shall be from July 1, 2024, through June 30, 2027

FOR THE UPPER SANDUSKY EXEMPTED VILLAGE SCHOOLS BOARD OF EDUCATION

BY Elizabeth Richman
President
USEVS Board of Education

BY _____
Superintendent
Upper Sandusky Exempted Village Schools

BY _____
Treasurer
Upper Sandusky Exempted Village Schools

BY _____
Negotiator
Upper Sandusky Board of Education

FOR THE UPPER SANDUSKY EDUCATION ASSOCIATION

BY _____
President
Upper Sandusky Education Association

BY _____
Negotiator
Upper Sandusky Education Association

BY _____
Negotiator
Upper Sandusky Education Association

BY _____
Negotiator
Upper Sandusky Education Association