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BETWEEN THE

CRESTWOOD EDUCATION ASSOCIATION

AND THE

CRESTWOOD BOARD OF EDUCATION

July 1, 2024 – June 30, 2027

TABLE OF CONTENTS

		PAGE
ARTICLE 1	**RECOGNITION**	1
ARTICLE 2	**THE NEGOTIATING PROCESS**	
	A. Organizational Structure (Non-Traditional)	1
	B. Organizational Structure (Traditional)	2
	C. Negotiations Schedule	2
	D. Meetings	2
	E. Agreement	3
	F. Disagreement	4
ARTICLE 3	**GRIEVANCE PROCEDURE**	4
	A. Definition of Terms	4
	B. General Practice	4
	C. Informal Procedure	6
	D. Formal Procedure	6
ARTICLE 4	**TEACHER ASSAULT POLICY**	7
	B. Procedure	8
ARTICLE 5	**PARENTAL COMPLAINTS**	8
	C. Complaints Against Members of the Bargaining Unit	8
	D. Written Complaints	9
ARTICLE 6	**COMMITTEES**	10
ARTICLE 7	**DISCIPLINE**	10
ARTICLE 8	**DUTIES OF TEACHERS**	10
ARTICLE 9	**PERSONNEL FILES**	12
ARTICLE 10	**EVALUATION**	13
	A. Purpose	13
	B. Review	13
	C. Use	14
	D. Orientation	15
	E. Guidelines	15
	F. Procedures and Timelines	16
	G. Walkthroughs	18
	H. High Quality Student Data (HQSD)	19
	I. Improvement Plan of Assistance	20

J. Professional Growth Plans 21
K. Due Process 22
L. Other 22

ARTICLE 11 REDUCTION IN STAFF 22
A. Cause(s) 22
B. Attrition 22
C. Suspension of Contracts 23
D. Notification 23
E. Non State-Specific Positions 23
F. Order of Reduction 23
G. Procedure 25
H. Recall 26

ARTICLE 12 CRESTWOOD AND LARLHAM SPECIAL EDUCATION CLASSROOMS 27

ARTICLE 13 REQUIRED PHYSICAL EXAMINATION 28

ARTICLE 14 ASSIGNMENTS, VACANCIES, AND TRANSFERS 28
A. Assignments 28
B. Vacancies 28
C. Voluntary or Involuntary Transfer 29

ARTICLE 15 SUBSTITUTING 30

ARTICLE 16 INSTRUCTIONAL POLICIES AND FACILITIES 30

ARTICLE 17 TEACHER CONTRACTS 31
A. Placement on Salary Schedule 31
B. Limited Contracts 31
C. Continuing Contracts 31
D. Highly Qualified Status 34
E. Supplemental Contracts 34

ARTICLE 18 EMPLOYMENT OF RETIRED TEACHERS 35

ARTICLE 19 LEAVES OF ABSENCE
SECTION I. PAID LEAVES 36
A. Sick Leave 36
B. Personal Leave 37
C. Compulsory Leave 39
D. Professional Days 39
E. Jury Duty Leave 39
F. Physical Assault Leave 40

	G. Workers' Compensation	40
	SECTION II. UNPAID LEAVES	40
	A. Child Care Leave/Maternity/Paternity	40
	B. Leave of Absence for Professional Improvement	42
	C. Family and Medical Leave Act	42
	D. Special Unpaid Leave	43
ARTICLE 20	**STAFF DEVELOPMENT OPPORTUNITIES**	43
	B. Category A	43
	C. Category B	43
	D. Category C	44
	E. Requests	44
ARTICLE 21	**INSURANCE**	44
	A. Hospital/Surgical/Major Medical Insurance Coverage	44
	B. Comprehensive Hospitalization/Major Medical Insurance Program	45
	C. Prescription Drug Insurance	45
	D. Dental Insurance Coverage	45
	E. Life Insurance Coverage	46
	F. Vision Insurance Coverage	46
	G. Insurance Coverage	46
ARTICLE 22	**PAYROLL**	46
	A. Pay Periods	46
	D. Additional Training	47
ARTICLE 23	**PAYROLL DEDUCTIONS**	47
	A. Credit Union Deductions	47
	B. STRS Deductions	47
	C. Professional Association Dues	48
	D. Fair Share Fee	48
ARTICLE 24	**SEVERANCE PAY**	48
ARTICLE 25	**ASSOCIATION RIGHTS AND SECURITY**	49
	A. General Association Rights	49
	B. Association Building Rights	50
ARTICLE 26	**SUPERVISING TEACHER/STUDENT-TEACHER**	51
ARTICLE 27	**PROFESSIONAL DEVELOPMENT PROGRAM**	52
ARTICLE 28	**CALENDAR AND SCHOOL YEAR**	53

ARTICLE 29 **SCHOOL DAY AND PLANNING TIME** 54

ARTICLE 30 **LOAD** 54
G. College Credit Plus 55
H. Inclusion 55
I. Elementary Extra Duty Scheduling 56
J. IAT Team Leaders 56
K. IEPs 56

ARTICLE 31 **WORKING CONDITIONS** 56
L. Safe and Healthful Working Conditions 57
M. Administering Medication 58
N. Smoke-Free Environment 58

ARTICLE 32 **ABSENCE AND SUBSTITUTION** 58
A. Substitute Feedback 58

ARTICLE 33 **INDIVIDUAL RIGHTS** 59

ARTICLE 34 **REGULAR SALARY SCHEDULE** 59
C. Part Time Teacher Salary Formula 60
D. Teachers' Salary Schedule Index 61
E. Teachers' Salary Schedule (2024-2025) 62
F. Teachers' Salary Schedule (2025-2026) 63
G. Teachers' Salary Schedule (2026-2027) 64
H. STRS "Pick-Up" 65

ARTICLE 35 **SUPPLEMENTAL SALARY SCHEDULE** 66
F. Supplemental Contracts: Approximation of Time Expectations 69
G. Educational Opportunity Pay 70

ARTICLE 36 **OPEN ENROLLMENT AND TUITION FOR TEACHERS' DEPENDENTS** . 70

ARTICLE 37 **EARLY RETIREMENT INCENTIVE PROGRAM** 71

ARTICLE 38 **RESIDENT EDUCATOR PROGRAM** 71
A. Purpose 71
B. Mentors 71
C. Protections and Restrictions 73
D. Compensation 74
E. Resident Educator 74
F. Program Review/Revisions 75
G. Mentor Training and Rewards 75

ARTICLE 39	**DRUG-FREE WORKPLACE**	75
ARTICLE 40	**BRT/LABOR/MANAGEMENT PROCESS**	76
ARTICLE 41	**LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE**	77
	J. Secretary	77
ARTICLE 42	**TECHNOLOGY UTILIZATION**	78
	A. Computer Technology	78
	B. Student Usage	78
	C. Teacher Notification	78
ARTICLE 43	**EFFECTS OF THE AGREEMENT**	78
	SIGNATURES	80
APPENDIX A	**GRIEVANCE FORM (LEVEL _____)**	81
APPENDIX B	**PARENTAL COMPLAINT FORM**	82
APPENDIX C	**OHIO TEACHER EVALUATION FORMS**	83
APPENDIX D	**SCHOOL PSYCHOLOGIST PROFESSIONAL PRACTICE RUBRIC**	101
APPENDIX E	**RELATED SERVICES PERSONNEL PERFORMANCE EVALUATION RUBRIC**	105
APPENDIX F	**CLASS SUBSTITUTING PAY**	113
APPENDIX G	**LIMITED CONTRACT**	114
APPENDIX H	**CONTINUING CONTRACT**	115
APPENDIX I	**LIMITED SUPPLEMENTAL CONTRACT**	116
APPENDIX J	**SALARY NOTIFICATION**	117
APPENDIX K	**ALL PURPOSE LEAVE FORM**	118
APPENDIX L	**COMPREHENSIVE MAJOR MEDICAL BENEFITS**	120
APPENDIX M	**PROFESSIONAL STAFF TUITION REIMBURSMENT REQUEST FORM**	123
APPENDIX N	**CONFERENCE REPORT FORM**	124
APPENDIX O	**PREGNANCY/POST PREGNANCY LEAVE**	125
APPENDIX P	**SUPPLEMENTAL CONTRACTS: APPROXIMATION OF TIME EXPECTATIONS**	126

ARTICLE 1. RECOGNITION

A. The Crestwood Board of Education recognizes the Crestwood Education Association (CEA), an affiliate of the NEA, OEA, NEOEA, as the sole and exclusive representative of all of the following full-time certificated personnel: Classroom Teachers, Guidance Personnel, Librarian(s), and Tutors (except those solely engaged in Home Instruction and not otherwise included in the bargaining unit) employed by the Board of Education except substitutes and casual day-to-day certificated personnel working on an hourly or per diem basis, and excluding all administrative and supervisory personnel as defined in Ohio Revised Code 4117. Such recognition shall be for a period covering the duration of this Contract. Should the Board of Education employ full-time Psychologists or Speech Pathologists during this Master Contract, other than on an hourly or per diem basis, such positions shall also be included. The Board of Education will also recognize part-time teachers. Part-time recognition shall not include coverage under Article 21 (Insurance) for members of the bargaining unit who work fewer than twenty-five (25), prior to June 30, 2013 and thirty (30) hours, after July 1, 2013, per week. Part-time recognition shall not include coverage under Article 29 (School Day and Planning Time) for members of the bargaining unit who work less than six (6) hours, except bargaining unit members who work four (4) or more hours but less than six (6) shall receive paid planning time. No two (2) bargaining unit members may be hired if one person could fill the position. Staff employed before July 1, 2006 will not be affected. Definitions are as follows:

Casual	One who is employed up to and including ten (10) hours per week.
Part-Time	One who is employed for more than ten (10) hours but fewer than thirty (30) hours per week.
Full-Time	One who is employed for thirty (30) hours per week or more.

B. If, during the term of the Contract, fifty percent (50%) or more of the bargaining unit petition to change the sole and exclusive right of the Association as the bargaining agent, and consistent with the provisions of Ohio Revised Code 4117, then an election shall be held under the provisions of Ohio Revised Code 4117.

ARTICLE 2. THE NEGOTIATING PROCESS

A. ORGANIZATIONAL STRUCTURE (NON-TRADITIONAL)

1. Alternative forms of negotiations may be used if agreed upon by both parties (i.e. Interest-Based Bargaining, Win-Win, etc.).

2. Ground rules will be established by mutual agreement.

3. The negotiating teams shall not exceed seven (7) representatives or designees of the Association and an equal number of representatives of the Board.

B. ORGANIZATIONAL STRUCTURE *(TRADITIONAL)*

1. The negotiating teams shall not exceed seven (7**)** representatives or designees of the Association and an equal number of representatives of the Board.

2. Any team member, including the spokesperson, may be changed at any time so long as team size does not exceed five (5) persons.

C. NEGOTIATIONS SCHEDULE

Negotiations for a Successor Agreement shall be completed between February 1 and May 30 for the following year or thirty (30) days before expiration of Contract, unless otherwise mutually agreed by the parties.

D. MEETINGS

1. Between February 1 - February 20 of the year, the Association President shall contact the Superintendent to establish a date, place, time to meet, and the method of bargaining to be used by the parties. Such agreement shall be followed by a written request to begin negotiations as per the oral agreement reached by the Association President and the Superintendent.

2. The first negotiations meeting must be held at a mutually convenient time, but not later than March 15, unless both parties agree to an extension. The specific items, in form and detail, proposed for negotiations shall be exchanged at the first scheduled meeting.

3. During the course of negotiations, items tentatively agreed to shall be reduced to writing, initialed by the spokesperson for each negotiating team, and set aside. No item shall be considered finally accepted until all items have been resolved and acted upon by the Board and the Association.

4. Either team may call for a caucus at any time. If either team believes that such caucus would extend beyond thirty (30) minutes, they may request that the negotiations session shall be recessed until a later time which must be in accordance with D-7, below.

5. Either team may declare a recess when it appears that meaningful progress cannot be attained at that time. A recess can begin only after mutual agreement on the time and place for the continuation of the negotiating sessions.

6. Minutes may be kept by both parties.

7. Before the close of each meeting, the date and time of the next meeting, if necessary, shall be established. When it is mutually agreed that negotiations shall take place during the school day, any member of the bargaining unit so engaged shall be released from regular duties without loss of salary.

8. Exchange of Information:

The Board and the Superintendent shall furnish to the Association, in accordance with its requests, all available information concerning financial resources of the School District, tentative budgetary requirements/allocations, and such other information as will assist the Association in developing intelligent, accurate and constructive proposals. In turn, the Association shall furnish all available pertinent information to the Superintendent or the Board upon request.

9. Reporting: Periodic oral or written news releases may be issued during negotiations, provided that any such releases shall have the prior approval of the participants. However, progress reports may be made to the Board by its team and to the Association by its team, at any time. Each team has the responsibility to caution its respective membership relative to breaches of confidentiality of the current negotiations.

E. AGREEMENT

1. When total agreement is reached by the teams, all initialed tentative agreements shall be compiled in agreement form. The final copy shall contain all terms of the Agreement and the effective date of the Agreement.

2. The Negotiated Agreement shall first be submitted to the Association for ratification. When the Association ratifies the Agreement, its President and negotiating team shall affix their signatures.

3. When the Association has ratified the Agreement, the Board, at its next regular meeting or at a special meeting, and no later than ten (10) days after the Association vote, shall accept or reject the Agreement. When the Board ratifies the Agreement, its President and negotiating team shall affix their signatures and the Agreement shall become a part of the official minutes of the Board.

4. If either constituency does not adopt the Agreement as proposed, the matter shall be referred to the Disagreement Procedure in Section F, herein.

5. Items in the ratified and adopted Agreement shall constitute revisions of the affected rules, regulations, and/or policies.

6. The Board and the Association shall equally pay for the printing of this Agreement in sufficient quantities for each member of the bargaining unit and any additional copies needed by the Association and the Board. The Association shall assume responsibility for printing and provide the Board with no less than seventy-five (75) copies within thirty (30) days after ratification, if possible.

F. DISAGREEMENT

1. Federal Mediation:

   No sooner than thirty (30) calendar days prior to the expiration of this Agreement, either party shall have the option of requesting the services of a mediator from the Federal Mediation and Conciliation Service (FMCS) to assist the parties in reaching an agreement. This shall be the parties' mutually agreed to Dispute Settlement Procedure under Ohio Revised Code 4117.14(C)(1)(f). At any time following the involvement of the mediator, either party may declare impasse, which declaration shall be deemed to have exhausted the Dispute Settlement Procedure.

2. If the FMCS cannot supply a mediator, the mediator shall be selected through the American Arbitration Association (AAA) pursuant to its rules.

3. If there are any costs incurred during mediation, they shall be shared equally by the Board and the Association.

ARTICLE 3. GRIEVANCE PROCEDURE

A. DEFINITION OF TERMS

1. A "Grievance" shall be defined as an alleged violation, misapplication, or misinterpretation of this Agreement.

2. The "Purpose" of the Grievance Procedure is to secure, at the lowest possible level, acceptable solutions to grievances. Confidentiality of the grievance proceedings shall be considered the responsibility of all parties.

3. An "Aggrieved" shall be defined as a bargaining unit member, or group of bargaining unit members, or the Association, who allege to have a grievance.

4. "Days" used in reference to limitations shall refer to in-school days only, not weekends or vacations.

5. An "Employee(s)" for purposes of this Article shall be defined as those persons who are in the bargaining unit as defined herein.

B. GENERAL PRACTICE

1. Time limits are maximums and must be adhered to with every effort. However, if the concerned parties are in mutual agreement, limits may be adjusted. All grievances originating before April 15th shall be resolved by June 15th. A grievance occurring after April 15th will be resolved by September 15th.

2. At any level, a grievance may be withdrawn without prejudice.

3. Copies of all written decisions or communications should be made in triplicate and sent to the involved parties at the respective level. No written decisions or communications shall be placed in the personnel files of any involved parties without their knowledge.

4. Reprisals shall not be taken by or against any involved parties for reason of said participation.

5. Upon resolution of the grievance, all materials in the possession of the Administration regarding the nature of the grievance shall be entrusted to the Treasurer to be placed in a closed file. No grievance material shall be placed in a personnel file. Only mutual consent of the CEA President and the Superintendent, or a Court Order, will constitute opening of the file. All materials shall be destroyed after five (5) years.

6. All complaints, claims, or alleged grievances must go through the Informal Procedure, defined herein, prior to filing a written formal grievance.

7. If the grievance is not filed within twenty (20) workdays of the discovery of the occurrence of the act or condition upon which the grievance is based, then the Grievance Procedure may not be used.

   The twenty (20) workdays shall begin to run the day after the discovery which shall be defined as the day the grievant knew or should have known of the occurrence of the act or condition upon which the grievance is based.

   If this twenty (20) workday limitation has not expired by the last day of the school year, there shall be an extension of this limitation for a period of four (4) weeks from the last working day of the school year.

   Violations concerning error(s) in a bargaining unit member's paycheck, or Article 21 (Insurance), shall be grievable at any time.

8. The Association, as the sole and exclusive representative of the bargaining unit, shall be the only organized representative of said bargaining unit members in grievance proceedings. The Association may withdraw its support of a grievance at any level if it deems that the answer is acceptable. Any member may continue to process the issue with his/her legal counsel at his/her expense, but not through this Grievance Procedure.

9. The grievant shall be entitled to Association representation at all levels.

10. Grievance forms shall be available only from the Association President.

C. INFORMAL PROCEDURE

1. The Informal Procedure shall consist of informal discussion between the grievant and that person(s) at the lowest possible level who has/have the authority to resolve the problem.

2. Either or both party(ies) may have a representative at this discussion.

3. It is expected that this first step will resolve most problems and other action will be unnecessary.

D. FORMAL PROCEDURE

1. Level One

   a. If the grievant(s) is/are not satisfied with the results of the discussion above, or if the problem is not resolved within five (5) days of the Informal Procedure, the grievant(s) may present a formal grievance on the attached form (Appendix A) to the Building Principal or Immediate Supervisor, with a copy forwarded to the Association.

   b. The Building Principal or Immediate Supervisor will conduct a conference within five (5) days at a mutually agreeable time and place.

   c. A written decision shall be rendered on Appendix A by the Principal or Immediate Supervisor, within five (5) days after the conference, to the grievant and the Association.

2. Level Two

   a. Within ten (10) days after receiving the decision of the Principal or Immediate Supervisor and assuming no satisfaction, or if no decision is rendered within the time limits, a written notice to continue the process must be submitted to the Superintendent.

   b. The aggrieved, his/her representative (if requested by aggrieved), and the Superintendent or his/her designee shall meet within five (5) days after the grievance has been received by the Superintendent.

   c. A written decision shall be rendered by the Superintendent, within five (5) days after the conference, to the aggrieved and the Association.

3. Level Three

   a. Within ten (10) days after receiving the decision of the Superintendent and assuming no satisfaction, or if no decision is rendered within the time limits, a written notice to continue the process must be submitted to the Board President.

b. The matter shall be placed on the agenda of the next regular or special Board meeting, after forty-eight (48) hours from the time of the notice. The grievance shall be heard at that meeting in Executive Session of the Board.

c. A written decision shall be rendered by the Board, within fifteen (15) days after the conference, to the aggrieved and the Association.

4. Level Four

a. Within ten (10) days after receiving the decision of the Board and assuming no satisfaction, or if no decision is rendered within the time limits, a written request to continue the process must be submitted by the Association to the American Arbitration Association (AAA), with a copy to the Superintendent.

b. An arbitrator will be selected from a list of seven (7) names provided by the AAA within five (5) days of the receipt of such list. Each side shall strike a name until an arbitrator is chosen. The arbitrator shall hold the necessary hearing promptly and issue the decision within such time as may be agreed upon. The decision shall be in writing and a copy shall be sent to all parties present at the hearing. The decision of the arbitrator shall be binding on both the Board and the Association.

The arbitrator shall not have the authority to add to, subtract from, modify, change, or alter, any of the provisions of the Collective Bargaining Agreement, nor add to, detract from, or modify the language therein in arriving at a determination of any issue presented that is proper within the limitation expressed herein. The arbitrator shall expressly confine himself/herself to the precise issue(s) submitted for arbitration and shall have no authority to determine any other issue(s) not so submitted to him/her, or to submit observations or declarations of opinion which are not directly essential in reaching the determination.

The arbitrator shall not fashion any remedy which directly changes the intent and purpose of the contract provision(s) being grieved.

The costs of arbitration shall be divided equally between the parties.

ARTICLE 4. TEACHER ASSAULT POLICY

A. The Board of Education recognizes that bargaining unit members are entitled to protection regarding unwarranted student assault, disability, and liability when such occur in the performance of the bargaining unit member's professional obligations. The Board recognizes the rights of the bargaining unit member to take legal action against the offender in cases of assault.

B. PROCEDURE

1. All cases of assault upon a bargaining unit member shall be promptly reported to the Building Administrator. A statement, in writing, of the incident will be submitted to the Building Administrator. This written report will be forwarded to the Superintendent and Board, which will comply with any reasonable request permitted by statute from the bargaining unit member for information in his/her possession relating to the person(s) involved.

2. A physical or verbal assault on a bargaining unit member may result in a student's suspension and/or expulsion from school.

3. A parental conference should be set up with the Building Administrator, the bargaining unit member, and the parents.

4. Since bargaining unit members may be covered by Workers' Compensation, the Board and/or its designee will assist the bargaining unit member with the procedure for applying for compensation.

5. See Physical Assault Leave (Article 19, Section F).

ARTICLE 5. PARENTAL COMPLAINTS

A. The Board directs its administrative staff to provide an orderly process for dealing with complaints from citizens and for protecting the rights of members of the bargaining unit. Channels other than those provided will not be recognized.

B. No rule or procedure as referred to in this document shall prohibit members of the bargaining unit from legal representation, Association representation, or other remedy at law.

C. COMPLAINTS AGAINST MEMBERS OF THE BARGAINING UNIT

1. Informal and/or Oral Avenues:

   Communication between the community and the school ideally should be such that most complaints may be resolved through personal conferences at the school level. Various avenues of contact between the bargaining unit member, pupil, parent, Principal, and other appropriate staff personnel, should be pursued before using the formal procedures outlined below. It is recommended that these informal and/or oral contacts be made within five (5) working days of the known event.

2. Channels for Further Complaint

a. If such conferences do not lead to understanding and resolution of the problem(s) involved, a parent may pursue further action by submitting a complaint against the member of the bargaining unit in writing, within five (5) working days of the informal contact, to the Principal or Immediate Supervisor. The member of the bargaining unit may request in writing, to the Principal or Immediate Supervisor that such a written complaint must be filed by the complainant or the matter shall be considered closed. The Principal or Immediate Supervisor shall give a copy of the request to the parent(s).

b. Signed community complaints, unless clearly documented as to accuracy and relevance by the Administration, shall not be used.

c. If requested by the complainant or the employee, a meeting involving the employee, the Principal or Immediate Supervisor, and the complainant will be arranged at a mutually convenient time to discuss the complaint. The meeting should be held within five (5) working days of the complaint form being received by the Principal or Immediate Supervisor.

d. If it is not resolved at that level, it may be appealed to the Superintendent. The appeal to the Superintendent must be made within five (5) working days after the response of the Principal and/or Immediate Supervisor. The meeting with the Superintendent should be held within five (5) working days after notice of appeal.

e. If it is still not resolved, it may be appealed to the Board, in Executive Session, by written request to the President of the Board. The appeal to the Board President must be made within five (5) working days. The meeting should be held within five (5) working days after the response of the Superintendent.

f. The employee may bring a representative with him/her to all of these meetings. At the informal level, the representative will act only as an observer.

D. WRITTEN COMPLAINTS

1. Written statements by parents shall be on the Parental Complaint Form, and should clearly and concisely state the problem which has arisen, and be signed, with the address and telephone number.

2. The affected bargaining unit member shall be given a copy of any written complaint on or before the next regular workday of the Administration's receipt of the complaint except under extenuating circumstances. The affected bargaining unit member's copy of the form shall exclude the address and telephone number, as specified in D.1., above.

3. Anonymous complaints shall be disregarded and not used.

4. A complaint form may be filed only by a parent or guardian of the child who has been directly affected by the event.

E. Twenty-four (24) hour notification will be given to a member of the bargaining unit of his/her Immediate Supervisor's authorization to a parent for observation of a bargaining unit member's class.

F. If the above stated procedure is not followed, no complaint may be used in any adverse manner.

ARTICLE 6. COMMITTEES

Committees are recognized as an important part of the improvement of Crestwood Local Schools; and, therefore, the affected members of the bargaining unit may be granted release time upon approval of the Superintendent to attend these functions.

ARTICLE 7. DISCIPLINE

A. The Association and the Administration recognize the need for a stable environment as a prerequisite for learning. Disorder prevents students from reaching their fullest potential and threatens the self-respect of both the students and members of the bargaining unit.

B. Procedures in dealing with discipline should be followed according to building level disciplinary regulations. Regulations shall be developed and/or changed only after consultation with representatives of the teaching staff within each building.

C. A member of the bargaining unit shall have the right to temporarily remove a disruptive student from his/her class until a Building Principal or Assistant Principal has had an opportunity to act upon the reasons for the removal. The Administrator shall be responsible for the whereabouts of the student once the temporary removal has come to the attention of the Building Principal or Assistant Principal. It is recognized that this provision shall not, in any manner, interfere with the due process rights of students under Ohio Revised Code and, more specifically, Ohio Revised Code 3313.66.

ARTICLE 8. DUTIES OF TEACHERS

A. Being on duty includes a responsibility for supervision and control of assigned pupils. Any member of the bargaining unit desiring to leave his/her assigned building prior to the completion of his/her daily schedule and the normal workday shall first secure the permission of his/her Building Principal or his/her designated appointee. It shall be the responsibility of the Building Principal to appoint a designee if he/she is to be out of the building. Under verifiable emergency situations, a member of the bargaining unit may leave the building after notifying the Building Principal or his/her designee.

B. Members of the bargaining unit shall attend meetings called by Principals, Supervisors, Assistant Superintendent or the Superintendent, unless excused by the person calling the meeting prior to the time of the meeting. The length of the meetings immediately before and after school shall be of reasonable length considering subject matter to be covered. The workday for each member of the bargaining unit after evening Parent-Teacher Conferences shall be adjusted by the Superintendent to compensate for the extra hours worked by the respective member of the bargaining unit.

C. Members of the bargaining unit are subject to homeroom assignments and, when so assigned, shall handle matters currently assumed by homeroom teachers. Members of the bargaining unit (excluding Crestwood/Larlham Special Education Classrooms) are expected to share in supervising non-classroom or extracurricular activities including cafeteria and playground duty when necessary. All extra nonteaching assignments will be assigned as equitably as possible. An attempt will be made to coincide these activities with the interests of the bargaining unit members.

D. Members of the bargaining unit shall keep an outline of class procedures, preferably by some type of lesson plan. This is for the purpose of aiding the Principal and/or Supervisor in performing their duties and also providing a guide for the substitute. Daily lesson plans in a weekly format, including reference to the course of study, will be turned in, if requested by the Building Principal, but will not be graded.

E. Each member of the bargaining unit shall follow a daily schedule which has been approved by the Building Principal. A copy of this schedule shall be filed with the Building Principal within two (2) weeks after the beginning of the school year.

F. Members of the bargaining unit shall keep their classes in session each day during school hours, and shall not dismiss them for any time without the consent of the Building Principal except for verifiable emergencies. Assigned classes are to be supervised at all times except in emergencies.

G. Members of the bargaining unit should not be absent from school without notifying the Building Principal or a representative, except in verifiable emergencies for which it was impossible for the member of the bargaining unit to provide such notification. Unless pre-approved by the Superintendent, members of the bargaining unit must attend school on Professional Development days. Bargaining unit members calling off on a Professional development day may be excused from school on Professional Development days only in the event of illness, and so long as the bargaining unit member provides the Building Principal with a doctor's note excusing the absence from work. When a bargaining unit member is absent from a professional development day for any reason, the member is responsible to make up the work that was covered during the missed Professional Development Day. This does not preclude members from using personal leave as stated in Article 19 B.2.

H. Members of the bargaining unit shall be responsible for the orderly deportment of their pupils and will be assisted by the Board and the Administration in all proper, reasonable and legal means to secure these ends.

ARTICLE 9. PERSONNEL FILES

A. A personnel file for each bargaining unit member shall be maintained in the Superintendent's office. Each bargaining unit member shall be responsible for providing the following information to be included in each file. (NOTE: Items 5. by law must be maintained separately from the personnel file.)

1. Completed Application Form
2. Copy of current Teaching Certificates
3. Complete Official Transcript
4. Current withholding Federal and State Income Tax Forms
5. Current Hospitalization Insurance status
6. Previous Official Record of Accumulated Sick Leave
7. Official Record of previous years of Teaching or Administrative Experience
8. Official Copy of Discharge from Military Service, where applicable
9. Credentials and other Letters of Recommendation

B. A bargaining unit member has the right, upon twenty-four (24) hour notice, to view the material in his/her personnel file with the Superintendent or his/her designee present, exclusive of confidential letters of recommendation or reference.

It is recognized that this twenty-four (24) hours shall be extended, if the request is made on the last day of the workweek or if the Superintendent is out of the District.

Each bargaining unit member shall receive written notification within ten (10) working days of new materials being placed in the file. The bargaining unit member shall have the opportunity, within twenty (20) working days from the receipt of the notice, to attach a rebuttal or explanation to anything placed in his/her personnel file in the past twelve (12) months.

C. All documents included in a bargaining unit member's file shall be dated and identifiable as to source.

D. In accordance with and to the extent permitted by the Ohio Public Records Act, a bargaining unit member may obtain a copy of their personnel files. The district will respond to such requests within three days unless extenuating circumstances exist. A bargaining unit member may request, and shall receive, one (1) copy of any item in his/her personnel file, exclusive of confidential letters of

reference or recommendation at the district's expense. The cost of additional copies shall be borne by the requesting bargaining unit member.

E. Any document in the personnel file that cannot be documented to the satisfaction of both the Board and the bargaining unit member as to source, accuracy, relevance, completeness, or timeliness shall be deleted from the file by the Superintendent, acting for the Board, and no reference shall be made. Any disagreement between the Board and the bargaining unit member may be processed through the Grievance Procedure and filed at the Superintendent's level.

F. After five (5) years, a bargaining unit member may ask the Administration to remove material in that bargaining unit member's personnel file that the bargaining unit member considers negative. The bargaining unit member shall submit a statement to the Superintendent indicating why he/she considers the material no longer pertinent. If the Superintendent determines that the material should remain in the file, the bargaining unit member's statement shall be attached to that material.

G. Should a public records request be made for review or copying of the contents of a bargaining unit member's personnel file, the Superintendent or designee shall make every effort to provide a 48-hour advance notice to the bargaining unit member. It is recognized that this is not always possible.

ARTICLE 10. EVALUATION

A. PURPOSE

The purpose of the teacher evaluation system is to serve as a tool for informing instruction and to assist teachers and administrator in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement, to advance the professional learning and practice of teachers individually and collectively in the District, and to make a record of teacher performance.

B. REVIEW

When either the Board or the Association believes that a review of this Article is necessary, there shall be a joint committee established, appointed by the Administration and the Association whose recommendations, if any, shall be forwarded to the next round of negotiations.

The Board and Association will adhere to the provisions of the Ohio Revised Code (ORC) and the OTES 2.0 framework (Appendix C-1) with regard to teacher evaluations beginning in the 2021-2022 school year.

If the state law changes regarding evaluation of OTES 2.0 teachers, the Association President and Superintendent shall meet to determine if such changes constitute a material change to teacher evaluation. Should such determination be made by either party, the Administration and the

Association agree to bargain to agreement over such changes as are necessary to be in compliance with the law.

C. USE

The evaluation process will be used as the basis for contract renewal or nonrenewal.

Employed teachers who hold a certificate/license who spend at least 50% (fifty percent) of their time providing content related student instruction are subject to the procedures and timelines.

The district shall not conduct an evaluation for any teacher who:

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

have submitted notice of retirement on or before December 1 of the school year shall not be evaluated unless otherwise agreed in writing.

Evaluators

The observation will be done by a credentialed evaluator trained and licensed in the OTES 2.0 (Ohio Teacher Evaluation System) framework. . Trained, credentialed evaluators will include Building Administrators and District Central Office Administrator**.**

An ESC administrator may be used if a Building Administrator will be absent more than 30 consecutive days.

A maximum of one (1) observation may be conducted by an evaluator listed above, from outside the building where the teacher is based. The remaining pieces of the evaluation are completed by the teacher's Building Administrator. The Director of Pupil Services may complete the entire evaluation for members who fall under his/her supervision.

The evaluation of the bargaining unit member's school related activities should be conducted with the bargaining unit member's full knowledge and awareness. This does not preclude the administration from using evidence from school related activities outside the classroom to be included in the evaluation.

If, as a result of the evaluation process, a bargaining unit member is to be disciplined, reprimanded, suspended, transferred (due to a disciplinary action or reprimand), or terminated, the action will not take place without the bargaining unit member being give the opportunity to correct

documented deficiencies. The Board of Education retains the right and the responsibility to manage the workforce. When the discipline of a staff member becomes necessary, such action shall be in proportion to the employee's offense or misconduct, consistent with appropriate procedural and substantive due process, State law, and/or the specific provisions of any applicable collective bargaining agreement. All matters that could involve discharge from the District must be dealt with in accordance with O.R.C. 3319.16.

D. ORIENTATION

In-service work shall be conducted by September 15th for all new bargaining unit members by Administration. Following a September 15th hire date, the bargaining unit member will receive an overview of the teacher evaluation process, no later than 30 days after employment by administration. This meeting shall also be made available to current bargaining unit members. The Administrator shall review current contractual language and forms and discuss tools and methods used in the building to complete the forms.

E. GUIDELINES

1. It is the purpose of this paragraph to provide assistance to any party, if said party believes that assistance is necessary. It is expected, however, that almost all problems can be reasonably discussed between professionals and that the following normally will not be necessary.

2. Disciplinary action should occur separately from the evaluation process. The basis for such discipline, not the disciplinary action, may be shared by the administration during an evaluation conference. Should discipline take place during evaluation process, the bargaining unit member and/or Administration shall be afforded the opportunity to recess the conference until a union representative can be present. A union representative must be available within twenty-four (24) hours of the next scheduled school day, unless otherwise agreed.

3. A teacher may provide evidence to the credentialed evaluator to support and inform an accurate reflection of the Evaluation Factors being evaluated. Examples include, but are not limited to, student information affecting educational progress, student interest or learning style surveys, newsletters, classroom rules, lesson plans, portfolios, summative assessments, professional education organization work, education awards, and student work samples. All evidence presented may be considered in the evaluator's assessment of the teacher.

4. In implementing the evaluation system and procedures contained herein, the Board of Education shall conduct all evaluations so as to observe the legal and constitutional rights of all bargaining unit members, and no evaluation information shall be collected or recorded by electronic video or audio means.

Each teacher evaluated under this policy may annually complete a self-assessment Summary Tool found in Appendix C-3.

All teacher evaluations are completed by May 1st. Teachers under this policy are provided with a written copy of their evaluation results by May 10th.

The Board and/or its agents and administrators shall only report to ODE the minimum information required by Ohio law or ODE regulations, which at the present time is OhioES. Teachers are not required to enter any information into OhioES. Teachers shall enter pin to acknowledge receipt of the final summative rating.

Two consecutive ineffective ratings based on the Final Holistic Summative Rating may lead to a recommendation for nonrenewal.

Written notice of nonrenewal will be provided by June 1st.

A copy of the Final Holistic Summative Rating of Teacher Effectiveness will be placed in the bargaining unit member's personnel file in the Board Office. The form for the Holistic Rating of Teacher Effectiveness is included in this agreement and can be found in Appendix C-7/C-8.

F. PROCEDURES AND TIMELINES

Evaluation Timeline

1. Teachers are evaluated annually.

Full evaluation cycle process include:
Professional Growth Plan with optional conference
Improvement Plan with a conference
One (1) formal holistic observation followed by a post conference
Minimum of two (2) classroom walkthroughs
One (1) formal focused observation with emphasis on no more than 3 focus areas
Final Summative conference

Less frequent evaluation cycle process shall include:
Professional Growth Plan with optional conference
One (1) holistic observation followed by post conference
Final summative conference

Any teacher who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated every three school years, as long as the teacher submits a self-directed professional growth plan to the evaluator which focuses on specific areas identified in the observations and evaluation, and the evaluator determines that the teacher is making progress on that professional growth plan.

A teacher who received a rating of "skilled" on the teacher's most recent evaluation, may be evaluated once every two years, so long as the teacher and evaluator jointly develop a professional growth plan which focuses on specific areas identified in the observation and evaluation, and the evaluator determines that the teacher is making progress on that professional growth plan.

In any year in which a teacher is on a Less Frequent evaluation cycle as a result of having previously received a rating of Accomplished or Skilled, a credentialed evaluator shall conduct at least one observation of the teacher and hold at least one conference with the teacher, which shall include a discussion of progress made on the teacher's professional growth plan, Pre Conference questions are not required. The form used for this observation is Walkthrough/ Informal Observation Form located in Appendix C-2. Advanced notice for the teacher will include a five (5) working day window within which the observation will be conducted. A copy of the completed Walkthrough/Informal Form will be given to the teacher within five (5) working days of the observation, an additional copy will be kept in the credentialed evaluator's files to demonstrate proof of required observation for that teacher.

Each observation is at least thirty (30) continuous minutes but not to exceed forty-five (45) minutes. Observations shall not exceed sixty (60) minutes where block scheduling is used. Observations shall begin after September 15.

For teachers who receive a full evaluation, the first observation is to occur during the 1st semester of the school calendar. The second observation shall occur during the 2nd semester of the school calendar unless otherwise agreed upon by the teacher and the administrator.

The board shall perform a minimum of three (3) observations during the evaluation cycle in which the Board may wish to declare its intention to not re-employ a teacher under Ohio Rev. Code §3319.11. The third evaluation shall be a holistic observation and occur on a date and time mutually agreed upon by both teacher and evaluator. The first observation is to occur during the 1st semester of the school calendar. The dates of the second and third observations will occur upon an agreed date and time by the teacher and the administrator.

The evaluator shall notify the teacher during the post conference of any intent to consider nonrenewal. Notification shall occur no later than the 2nd post conference.

The evaluating administrator and teacher shall collaboratively schedule the pre-conference, observation and post-conference.

Teachers shall submit answers to the OTES 2.0 Teacher Evaluation System pre-conference planning questions marked with an asterisk (*) within five (5) working days of the classroom observation. This does not preclude the administration for considering all potential responses or lack of responses when evaluating a teacher. The form for the Pre Conference questions included in this agreement can be found in Appendix C-4. A pre-

conference meeting is not required but shall be held at the request of a teacher or administrator.

A written post conference summary shall be provided within ten (10) working days of the post conference. The summary will clearly indicate what rating the teacher has in each domain.

The schedule of observations will take into account the timeline established on a Plan of Assistance or Plan of Improvement as well.

Observations and walkthroughs shall not intentionally disrupt the learning environment in the classroom (e.g., interrupting the teacher or engaging directly with the students).

If after receiving the Final Holistic Rating of Teacher Effectiveness, the bargaining unit member may attach a written statement to the report within ten (10) working days.

A Professional Growth or Improvement Plan must be completed every year by all teachers, regardless of whether they are evaluated in any given year or not.

The evaluation process, including timelines and following the rubric criteria in the evaluation, may be grieved. The evaluation substance, including what is observed and the administrative wording in the written evaluation, cannot. The teacher may attach a rebuttal and/or evidence to the evaluation.

G. WALKTHROUGHS

A walkthrough/informal observation is a

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Method to allow evaluators opportunity to gather additional evidence on identified focus area(s) to enhance teacher practice;
- Process for giving targeted evidence-based feedback to teachers; and
- Means for evaluators to visit classrooms more frequently and purposefully.

Minimum of two (2) walkthroughs shall be conducted each evaluation cycle.

Walkthroughs shall not exceed ten (10) consecutive minutes in duration.

A completed walkthrough form will be provided to the teacher within five (5) working days of the walkthrough.

H. HIGH QUALITY STUDENT DATA (HQSD)

Types of High Quality Student Data approved by the District for use in Evaluations are:

Value-Added: Ohio's state tests providing value-added data are approved for use as a high quality source of student data. When value-added data is available for a teacher, it must be one of the sources of high-quality student data used in the teacher's evaluation.

Approved Vendor Assessments provided by reputable vendors and approved for use in Ohio.

Other District-Determined Instruments: The Superintendent/Building administrator may approve other measures of high-quality student data other than value added and vendor assessments. These measures must adhere to the requirements outlined below in the definition of high-quality student data. The form for approval can be found in Appendix C-9. When the member and building administrator are unable to agree on the HQSD instrument, the Association President and Superintendent will meet with the building administrator and member to make a determination. The Verification Form and Copy of the Assessment are due by September 15th unless agreed to jointly by the administrator and member.

The high-quality student data (HQSD) data instrument approved for use by the District shall be rigorously reviewed by administration and bargaining members and shall 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 drive by bias

Teachers must use the data generated from HQSD 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 ot 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

Each evaluation shall contain two (2) measures of approved 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.

When utilizing vendor assessments to construct HQSD, all affected staff shall be trained on utilization of the assessment program.

Beginning with the 2022-2023 school year, all new approved vendor assessments may be reviewed by a committee of bargaining unit members and administrators that voluntarily meet to be involved in reviewing and providing input and making decisions on new vendor assessments proposed to be implemented across building or district level.

The participants shall provide a recommendation whether to implement the vendor assessment as HQSD to the Superintendent and Association President by May 1.

HQSD may be used as evidence in any component of the teacher's evaluation where applicable.

I. IMPROVEMENT PLAN AND PLAN OF ASSISTANCE

The Administration shall give assistance to help the member of the bargaining unit to incorporate the recommended changes, including materials, resources, and consultant services, if needed. The time required to correct the deficiencies shall be cooperatively established by the member of the bargaining unit and the Building Principal.

Improvement Plan: A detailed written plan for the purpose of improving specific deficiencies in performance and to foster growth through professional development and targeted support. The approved form for the Improvement Plan is attached to this agreement as Appendix C-5.

Improvement Plans are developed collaboratively by the evaluator and the teacher in response to a summative rating of Ineffective at the end of each performance cycle or the failure to successfully complete an evaluator/required Plan of Assistance or documented deficiencies as found during the less frequent evaluation cycle.

In the event that the teacher and the evaluator cannot agree on the evaluator's expectations for the Improvement Plan, the Association President and Superintendent shall facilitate further discussion

between the teacher and the evaluator toward development of the improvement.

The Improvement Plan, as outlined in this document may include:

a. release time to allow for meetings and observations of another teacher, details:

b. Specific performance expectations, resources and assistance to be provided

c. the district will provide for the allocation of financial resources to support professional development for staff on improvement plans.

d. timelines for its completion,

e. professional indicators documented as unsatisfactory through the formal evaluation process,

f. reasonably sufficient time (not less than 30 working days) and duration, as to allow the teacher to improve performance to a satisfactory level.

If a recommendation for an Improvement Plan occurs and is documented after March 15 of the school year, the Plan shall be continued into the next school year.

Plan of Assistance: A detailed written plan collaboratively developed between teacher and evaluator based on deficiencies in performance as documented by evidence collected by the evaluator or at the request of the teacher desiring additional assistance.

A member of the bargaining unit who is found through the evaluation process to be Ineffective in any category following an observation shall be given such deficiencies in writing on the Teacher Performance Evaluation Rubric and shall be given the opportunity to correct such deficiencies.

A Plan of Assistance may be initiated at any time during the evaluation cycle by the evaluator based on deficiencies in performance as documented by evidence collected by the evaluator or at the request of a teacher desiring additional assistance.

Such identification shall include collaborating with the staff member to create a Plan of Assistance, which includes specific areas for improvement, assistance provided by the administrator, the criteria needed for noting improvement, and a timeline for implementing the plan.

J. PROFESSIONAL GROWTH PLANS

Teachers develop Professional Growth Plans annually to help them identify areas of professional development that will enable them to enhance their practice. The approved form for the

Professional Growth Plan is attached to this agreement as Appendix C-6.

Teachers who final holistic evaluation rating is Accomplished shall develop a self-directed plan for continuing professional growth.

All other teachers shall develop their Professional Growth Plan in collaboration with their evaluator.

No Professional Growth Plan will have more than three (3) achievable goals per Evaluation Cycle.

K. DUE PROCESS

A teacher shall be entitled to Association representation at any conference held during this procedure.

Ohio Revised Code 3319.11E

L. OTHER

Evaluation tool for a School Psychologist can be found in Appendix D.

Evaluation tool for Speech and Language Pathologist can be found in Appendix E.

Special Education teachers and/or Title One/Intervention teachers are subject to the OTES 2.0 performance rubric.

These bargaining unit members are subject to the timelines outlined in Section F.

ARTICLE 11. REDUCTION IN STAFF

A. CAUSE(S)

When by reason of decreased enrollment, financial reasons, return to duty of regular bargaining unit members after leaves of absence, changing course offerings and selections, or suspension of school or territorial changes affecting the District, the Board decides that it will be necessary to reduce the number of bargaining unit members, it may, within policies governing the District, make a reasonable substantiated reduction.

B. ATTRITION

The number of bargaining unit members affected by a Reduction In Staff (RIS) will be kept to a minimum by not employing replacements for bargaining unit members who die, retire, resign, or are terminated or non-renewed. The employment of replacements for some positions may be necessary in the event that bargaining unit members in the District do not possess the necessary

certificate on.

C. SUSPENSION OF CONTRACTS

Reductions under this procedure, when unavoidable, will be effectuated at the beginning of the following school year and shall be accomplished through suspension of a bargaining unit member's contract. The Superintendent shall notify the bargaining unit member, in writing, of his/her intention to recommend a contract suspension, at least five (5) days prior to the Board meeting at which the recommendation is to be made. Such notice shall contain the reason for the recommendation. The Superintendent shall notify the bargaining unit member in writing, before June 1st, of the Board action to suspend his/her contract.

D. NOTIFICATION

At least thirty (30) days prior to a RIS, the Board shall give written notice to the Association, through its President, of its intent to effect a RIS. Such notice shall contain the reason(s) for the RIS and the positions affected in each building.

E. NON STATE-SPECIFIC POSITIONS

The seniority for positions that do not require a specific state license/certificate such as Opportunity Room (In-school restriction) or Career Coordinator will be based upon the calculated district-seniority.

F. ORDER OF REDUCTION

In making any such reduction the district shall proceed to suspend contracts in accordance with the recommendation of the superintendent of schools who shall, with each teaching field affected, give preference to teachers on continuing contracts. The board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations (R.C. 3319.17).

If it is deemed necessary by the Board to reduce staff, the Board shall proceed to suspend contracts for teachers who have been evaluated in accordance with the evaluation procedure of the Agreement. Suspension of contracts shall be based on the following:

1. Limited contract bargaining unit members shall be reduced first, by using the following order:

    a. Certification/Licensure

    b. Comparable evaluations as defined in this Agreement

    c. Seniority in the District when evaluations are comparable

2. Continuing contract bargaining unit members may be reduced only after all limited contract bargaining unit members of the same certification/licensure. Such reduction in the continuing contract staff shall be according to ORC 3319.17, considering:

   a. Certification/Licensure

   b. Comparable evaluations as defined in this Agreement

   c. Seniority in the District when evaluations are comparable

3. Comparability

   State law requires teachers to be categorized in one of four categories (i.e., Accomplished, Skilled, Developing or Ineffective) for the 2013-2014 school year and beyond.

   a. Following the 2015-2016 school years, teachers shall be categorized into one of the three (3) categories. Teachers rated Skilled and Accomplished will be considered as one category. Teachers rated Developing and Ineffective will stand alone as individual categories. Comparability shall be based on the cumulative categorization over the applicable three (3) year period, unless the teacher has less than three (3) years' experience, in which case it will be based on the cumulative categorization of the years available (either one or two years) experience.

4. Seniority:

   Except as hereinafter provided, "seniority" as used in this Contract shall mean:

Section A

(1) Full-Time:

The total length of service while a member of the bargaining unit with the District, excluding unpaid leaves of absence. The length of service of a bargaining unit member who has returned to employment following any interruption, except a paid or unpaid leave of absence, shall be measured from the date of return. If two (2) or more individuals have the same length of service, seniority shall be determined from the earliest date of actual service in the District. If two (2) or more individuals have the same date of actual service, seniority shall be determined from the date of the Board meeting at which the individuals were hired. If two (2) or more individuals were hired at the same Board meeting, seniority shall be determined by the date of application. If the dates of application are the same, seniority shall be determined by a flip of a coin before two (2) witnesses. Service rendered beyond the regular school day or beyond the regular school year shall not be considered as "service" for the purpose of

calculating seniority. No seniority credit shall be adjusted by reason of a standard workday for all members of the bargaining unit of more than seven and one-half (7 1/2) hours or less than six (6) hours, nor for a standard work year of more than 184 days or less than 120 days, except as provided below.

(2) Part-Time:

Seniority credit earned after the effective date of this Contract by regular, part-time members of the bargaining unit who render service of 50% or less of a full contract, will earn ½ year of district seniority. Bargaining unit members who render service greater than 50% of a full contract will earn 1 year of district seniority. This calculation shall exclude unpaid leaves of absence. Service rendered beyond the regular day or beyond the regular school year shall not be considered as "service" for the purpose of calculating seniority.

(3) The calculation of seniority in Provisions (1) and (2), above, shall begin on August 25, 1989. All bargaining unit members employed during the 1988-1989 school year and before shall be entitled to full seniority accumulated through the 1988-1989 school year.

(4) When the seniority of a full-time bargaining unit member and a part-time bargaining unit member has to be determined, the hourly method used in Provision (2), above, shall be used to determine seniority. If that calculation should be the same, then the determination shall be made by a flip of the coin.

Section B

(1) Individuals who are employees on July 1, 1989, and are serving or who have served in an administrative position shall be granted bargaining unit seniority for all years of service in the District, except unpaid leaves of absence.

(2) Employees hired to administrative positions after July 1, 1989 shall be granted bargaining unit seniority only for time served in the bargaining unit. A "year" shall be defined as actual service in the District of not less than one hundred twenty (120) days within a school year.

(3) The provisions of this Article shall be governing unless specifically violative of Federal and/or State statutes.

G. PROCEDURE

1. On or before November 1 of each school year, the Superintendent shall provide the bargaining agent with a Seniority List of all bargaining unit members in the Crestwood Schools in their areas of certification. Bargaining unit members shall be placed on all lists for which they are certified. Positions in the District which require no specific certification

and are occupied by bargaining unit members shall be contained in a Seniority List for the positions using the teacher certificate type required to hold the position. As additional certification is obtained, the lists shall automatically be updated until July.

The Association shall submit any corrections in writing to the Superintendent by December 1st. The Superintendent shall have the corrected list reposted by the end of the 2nd grading period. The list shall be considered final after this second posting; except that teaches who are granted continuing contracts during the school year by the Board shall immediately have the change in seniority status reflected in the lists pursuant to Ohio law.

2. Bargaining unit members selected for RIS shall immediately be placed on a RIS List compiled from the Seniority Lists provided for above. Bargaining unit members released shall not appear on this list.

3. The Board shall notify in writing every affected bargaining unit member and the President of the Association of those bargaining unit members being suspended and the recall order. As each person is reemployed, the Board shall notify the Association.

4. A bargaining unit member whose contract was suspended because of staff reduction shall be placed on the Substitute List.

5. Provisions for early retirement shall be made for the bargaining unit member who may wish to do so, consistent with established State retirement policies.

H. RECALL

1. As positions become available, teachers whose contracts are suspended shall be recalled to a position(s) for which they are properly certified/licensed to teach on the following basis:

   a. first – teachers having continuing contracts in the reverse order of layoff;

   b. second – teachers having limited contracts in the reverse order of layoff.

2. If a teacher on the recall list refuses the position offered by the Board for which he/she is certified, his/her recall rights shall be terminated, unless such position is casual substitution or a position of lesser than that vacated.

3. The recall period for continuing contract teachers shall be in accordance with O.R.C. 3319.17. Teachers employed under a limited contract whose contracts are suspended shall be eligible for recall for a period of 25 months.

4. While there are previous bargaining unit members of the District who are unemployed as a result of a RIS and who possess the proper certification to fill any vacancy which may arise, no new teacher(s) shall be hired.

5. The Board shall give written notice of recall by registered or certified letter to the bargaining unit member at the last known address. It shall be the responsibility of each bargaining unit member to notify the Board Treasurer of any change of address.

6. Within ten (10) workdays of the returned certificate of receipt of offer to return to employment, the bargaining unit member shall accept the position by replying in writing, or by phone, or it shall be determined that he/she has declined the position. No new bargaining unit member shall be hired until all bargaining unit members on leave who are certified have been offered an opportunity, in writing, to return to active employment in accordance with this Article. It is the bargaining unit member's responsibility to keep his/her address current with the Treasurer's Office.

7. Bargaining unit members returning to employment after a RIS shall resume their previous contract status, seniority, and fringe benefits.

8. Bargaining unit members on the Recall List who substitute teach in the Crestwood Schools for forty (40) days in the first school year after suspension, shall earn eleven (11) additional months on the Recall List. Upon expiration of recall rights, a limited contract bargaining unit member may, by Board action, be released from his/her contract.

9. A bargaining unit member on suspension of contract due to a RIS shall be eligible for two (2) years of limited contracts, regardless of the multi-year limited contract specified in the agreement for that bargaining unit member. The Board may choose to take no action during the period of suspension, which shall renew the limited contract a maximum of twice.

10. The parties further agree that a bargaining unit member, even though after twenty-four (24) months on suspension, will be released through nonrenewal, said bargaining unit member will be carried on a suspension for the twenty-fifth (25th) month even though said bargaining unit member is without a contract.

ARTICLE 12. CRESTWOOD AND LARLHAM SPECIAL EDUCATION CLASSROOMS

A. Unless following building schedule, bargaining unit members' schedules at Crestwood and Larlham Special education classrooms shall include a half-hour (1/2) uninterrupted lunch and a fifteen (15) minute break in both the morning and afternoon.

B. 1. Bargaining unit members, except for certified, registered and/or medically licensed related service staff, shall not be expected nor required to administer medicines, set flow of G-Tubes or feeding pumps, and administer physical therapy or occupational therapy, or any other medical or nursing procedure except in cases of emergency. The Board shall continue to provide training to bargaining unit members adequate to deal with emergency situations.

2. The Board agrees to extend RN services to up to one (1) full-time person or equivalent to the extent that such services are reimbursable through the State or other political subdivision or entities.

3. Current practice connected with the physical handling of students shall be maintained.

C. When a bargaining unit member is absent, every reasonable effort will be made to find a substitute teacher. If a substitute teacher is not available, the Administrator shall consult with the bargaining unit member and an attempt should be made to include all of the affected students in as much of their regularly scheduled school day as practical. The bargaining unit member shall be reimbursed at the same rate as stated in Article 15 (Substituting) only when total class size exceeds operating standards (currently 8).

D. This article is null and void once final employee is retired/no longer employed.

ARTICLE 13. REQUIRED PHYSICAL EXAMINATION

A. When signed documentation is presented to the Administration concerning a bargaining unit member's physical or mental health relative to classroom effectiveness, the Board may, after presenting the member with a copy of the documentation as described below, require said bargaining unit member to have a complete physical, psychiatric, or psychological checkup by a physician, psychiatrist, or licensed psychologist who is mutually acceptable to the bargaining unit member and the Board.

The Administration shall present a copy of the signed documentation to the member not later than the member's second regularly scheduled workday after receipt of the documentation. The Board shall assume the cost of such physical or mental examination.

B. Except for unusual circumstances, a member of the bargaining unit may not be required to have more than one (1) examination per school year.

ARTICLE 14. ASSIGNMENTS, VACANCIES, AND TRANSFERS

A. ASSIGNMENTS

Tentative assignments for the following year shall be given by the Principal to current bargaining unit members one (1) week before the end of the school year.

B. VACANCIES

1. A vacancy is defined as a newly created position or opening which remains after all existing staff members have been assigned.

2. If a vacancy occurs prior to all existing staff members being assigned, the vacancy will be posted internally for ten (10) days. All internal applicants will be given preference. Preference means the applicant will be granted an interview.

3. No individual teacher will be required to accept an involuntary transfer two (2) consecutive years except in circumstances where the affected teacher is the only one certified/licensed.

4. During the school year, any bargaining unit vacancies will be posted for at least ten (10) days in the faculty workroom of each building. Each posting will indicate a closing date.

5. During the summer, notification that bargaining unit vacancies exist will be printed on paychecks. No postings in buildings are needed during the summer.

6. Current bargaining unit vacancies can be obtained at any time by calling the Superintendent's Office during normal working hours.

7. A bargaining unit member who begins the school year as a substitute in a permanent position for which it is known prior to the school year that the previous teacher will not be returning during the school year, that substitute shall receive pay at the appropriate salary schedule level retroactive to the first day of work, if the Board, upon taking action on the appointment, hires said bargaining unit member for that position for the entire school year.

C. VOLUNTARY OR INVOLUNTARY TRANSFER

1. Authority to initiate and to accomplish the voluntary or involuntary transfer of bargaining unit members is specifically vested in the Superintendent. Requests by bargaining unit members will be made in writing to the Principal and a copy given to the Superintendent. Requests must be accompanied by supportive data and reasons. Efforts shall be made to protect the personal preferences and wishes of the individual. The Principal or other personnel in supervisory or advisory capacities will be consulted and the interests of the school will be considered; however, public interest must supersede the privileges of District employees, and the requirements of the District must supersede those of a specific school.

2. No individual teacher will be required to accept an involuntary transfer two (2) consecutive years except in circumstances where affected teacher is the only one certified/licensed. The Superintendent will consult with the CEA president to discuss any involuntary transfers prior to assignments.

3. Any bargaining unit member who is transferred without his/her consent or is denied a requested voluntary transfer, will be supplied with written reasons for the denial by the Superintendent for the action.

ARTICLE 15. SUBSTITUTING

A. Bargaining unit members who are asked to substitute during their planning period shall have the option of accepting or rejecting such a request except in cases of emergency. Rejection of a request to substitute during a planning period shall not be held against that bargaining unit member.

B. Any bargaining unit member(s) who agree(s) to cover or split a class period for an absent bargaining unit member due to the unavailability of a qualified substitute shall be paid Seven Dollars and Fifty Centers ($7.50) per fifteen minutes of coverage. Bargaining unit members who split a class period shall split the above amount. If an administrator assigns a bargaining unit member to cover a class period, it shall be assigned on a rotating basis. Sending students to study hall or the library as a solution to the above situation will only be used as a last resort. When a substitute teacher is unavailable for an Elementary teacher and that class is equally dispersed among the grade level for the day, the affected teachers shall split the daily class coverage rate of One hundred twenty dollars ($120.00). A teacher who covers a class for the entire day for an absent teacher shall be paid at the current substitute rate.

C. Payment shall be made at the next regularly scheduled pay period for substitutes if the proper paperwork has been completed (Appendix F).

ARTICLE 16. INSTRUCTIONAL POLICIES AND FACILITIES

A. A committee of bargaining unit member(s) and administrator(s) that volunteer will meet to be involved in vetting and making decisions on new instructional materials and/or programs proposed to be implemented across the building or district level.

B. Upon request, and at a mutually agreed upon time, the Superintendent or his/her designee, a Board member, and interested faculty shall meet to discuss matters of professional concern to the Crestwood Local School District.

C. The Board shall continue to make available in each school, adequate lunchroom, restroom, and lavatory facilities for bargaining unit member use, and at least one (1) room, appropriately furnished, which shall be reserved for use as a faculty workroom. If, however, there is a need for more classroom space, the Board shall have the right to use such workroom(s) as classroom space for the period required.

D. Bargaining unit members shall have the right to provide the Administration with suggestions regarding the ordering of classroom materials and instructional supplies.

ARTICLE 17. TEACHER CONTRACTS

A. PLACEMENT ON SALARY SCHEDULE

1. Placement on the salary schedule will be determined by prior documented experience, up to and including 10 years, but may exceed 10 years with Superintendent recommendation.

2. Active Crestwood administrators given a teaching position will be credited their completed teaching and administrative experience, up to fifteen (15) years for the purposes of salary. Additional credit may be given with Board approval. This additional credit will not exceed the individuals' total teaching and administrative experience. This item will take effect on July 1, 2013 and will not be retroactive.

3. Full credit for military service will be granted up to five (5) years' experience.

B. LIMITED CONTRACTS

1. Upon employment, a member of the bargaining unit being ineligible for a continuing contract shall be issued limited contracts in the following order: No more than three (3) one-year limited contracts; three (3) two-year limited contracts; and, thereafter, three-year limited contracts until eligibility for a continuing contract or a multi-year contract would exceed the retirement age as stated in Ohio Revised Code 3307.37.

2. Bargaining unit members currently employed and ineligible for continuing contracts will, at the expiration of their current contract, receive the appropriate multi-year contract as determined by their number of years of experience in relation to the number of years stated above.

C. CONTINUING CONTRACTS

1. The Board shall enter into written contracts for the employment and reemployment of all teachers. If the Board authorizes compensation in addition to the base salary stated in the teachers' salary schedule, for the performance of duties by a bargaining unit member which are in addition to the bargaining unit member's regular teaching duties, it shall enter into a supplemental written contract with each bargaining unit member who is to perform additional duties. Such supplemental written contracts shall be limited contracts. Such written contracts and supplemental written contracts shall set forth bargaining unit member's duties, and shall specify the salaries and compensation to be paid for regular teaching duties and additional teaching duties, respectively; either or both of which may be increased but not diminished during the term for which the contract is made, except as provided in Ohio Revised Code 3319.12.

   If the Board adopts a motion or resolution to employ a bargaining unit member under a limited or continuing contract and the bargaining unit member accepts such employment, the failure of such parties to execute a written contract shall not void such employment contract.

Bargaining unit members must be paid for all time lost, when the schools in which they are employed are closed due to an epidemic or other public calamity, and for time lost due to illness or otherwise, for not less than five (5) days annually, as authorized by regulations which each Board shall adopt.

Contracts for employment of teachers shall be of two (2) types: limited contracts and continuing contracts. A limited contract is a contract for such term as authorized by Ohio Revised Code 3319.08, and for a term not to exceed five (5) years. A continuing contract is a contract authorized by Ohio Revised Code 3319.08 which shall remain in effect until the bargaining unit member resigns, elects to retire, or is retired pursuant to ORC 3307.37, or until it is terminated or suspended; and shall be granted only to the following:

a. Any teacher holding a professional or permanent certificate.

b. Any teacher holding a professional educator license who has completed the applicable one of the following:

(1) If the teacher did not hold a masters degree at the time of initially receiving a teacher's certificate under former law or 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 such certificate or license, as specified in rules which the State Board of Education shall adopt.

(2) If the teacher held a masters degree at the time of initially receiving a teacher's certificate under former law or 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 such certificate or license, as specified in rules which the State Board of Education shall adopt.

2. Bargaining unit members eligible for continuing contract status shall be those bargaining unit members qualified as described above, who, within the last five (5) years, have taught for at least three (3) years in the District; and those bargaining unit members who, having attained continuing contract status elsewhere, have served two (2) years in the District, but the Board, upon recommendation of the Superintendent, may, at the time of employment or any time within such two-year period, declare any of the latter bargaining unit members eligible. In addition to the foregoing requirements, for those teachers licensed after January 1, 2011, such teachers must have taught for at least seven (7) years.

Bargaining unit members who will qualify for continuing contract status must send a letter to the Superintendent and copied to their Principal on or before March 1 stating their eligibility. Also by March 1, bargaining unit members must provide official documenting transcripts and licenses/certificates to the Superintendent's office. Continuing contract status can only be awarded upon the expiration of the bargaining unit member's current teaching contract.

Upon recommendation of the Superintendent that a bargaining unit member eligible for continuing service status be reemployed, a continuing contract shall be entered into between the Board and such bargaining unit member unless the Board, by a three-fourths (3/4) vote of its full membership, rejects the recommendation of the Superintendent. The Superintendent may recommend reemployment of such bargaining unit member, if continuing service status has not previously been attained elsewhere, under a limited contract for not to exceed two (2) years, provided that written notice of the intention to make such recommendation has been given to the bargaining unit member, with reasons directed at the professional improvement of the bargaining unit member, on or before the first (1st) day of June and provided that written notice from the Board of its action on the Superintendent's recommendation has been given to the bargaining unit member on or before the first (1st) day of June; but, upon subsequent reemployment, only a continuing contract may be entered into. If the Board does not give such bargaining unit member written notice of its action on the Superintendent's recommendation of a limited contract for not to exceed two (2) years before the first (1st) day of June, and provided that written notice from the Board of its action on the Superintendent's recommendation has been given to the bargaining unit member on or before the first (1st) day of June, such bargaining unit member is deemed reemployed under a continuing contract at the same salary plus any increment provided by the salary schedule. Such bargaining unit member is presumed to have accepted employment under such continuing contract unless he/she notifies the Board in writing to the contrary on or before the fifteenth (15th) day of June and a continuing contract shall be executed accordingly.

A bargaining unit member eligible for continuing contract status employed under an additional limited contract for not to exceed two (2) years, pursuant to written notice from the Superintendent of his/her intention to make such recommendation, is, at the expiration of such limited contract, deemed reemployed under a continuing contract at the same salary plus any increment granted by the salary schedule; unless the Board, acting on the Superintendent's recommendation as to whether or not the bargaining unit member should be reemployed, gives such bargaining unit member written notice of its intention not to reemploy him/her on or before the first (1st) day of June. Such bargaining unit member is presumed to have accepted employment under such continuing contract unless he/she notifies the Board in writing to the contrary on or before the fifteenth (15) day of June and a continuing contract shall be executed accordingly.

A limited contract may be entered into by the Board with each bargaining unit member who has not been in the employ of the Board for at least three (3) years; and shall be entered into, regardless of length of previous employment, with each bargaining unit member employed by the Board who holds a provisional or temporary certificate or the proper licensure. Any bargaining unit member employed under a limited contract and not eligible to be considered for a continuing contract, is, at the expiration of such limited contract, deemed reemployed under the provisions of this Section at the same salary plus any increment provided by the salary schedule; unless the Board, acting on the Superintendent's recommendation as to whether or not the bargaining unit member should be reemployed, gives such bargaining unit member written notice of its intention not to reemploy him/her on or before the first (1st) day of June. Such bargaining unit member is presumed to have accepted such employment unless he/she

notifies the Board in writing to the contrary on or before the fifteenth (15) day of June, and a written contract for the succeeding school year shall be executed accordingly. The failure of the parties to execute a written contract shall not void the automatic reemployment of such bargaining unit member.

The failure of the Superintendent to make a recommendation to the Board under any of the conditions set forth in this Section, or the failure of the Board to give such bargaining unit member a written notice pursuant to this Section, shall not prejudice or prevent a bargaining unit member from being reemployed under either a limited or a continuing contract, as the case may be, under provisions of this Section. (Ohio Revised Code 3319.11)

D. HIGHLY QUALIFIED STATUS

As of July 1, 2006 anyone who is not "highly qualified" as defined by Federal law in their current position has 12 months to become so. Any bargaining unit member who is transferred or moved by a RIS into a position for which they are not "highly qualified", will be given up to 15 months to obtain the status of highly qualified. In the case of district re-structuring Administration may inform a member of the bargaining unit a year in advance of a change in their teaching position. The bargaining unit member will be given up to 15 months after notification of the change in position to become highly qualified. The district will assist the bargaining unit member by providing in-house or otherwise approved training opportunities at the district's cost. If the bargaining unit member opts to take credit courses, outside workshops or other alternate opportunities, it shall be at his/her cost. This shall not exclude him/her from using the tuition reimbursement program for these purposes (Article 26 – Professional Development Program). Failure to comply may result in loss of employment.

E. SUPPLEMENTAL CONTRACTS

1. Supplemental contracts will be issued for assigned paid supplementary duties. All supplemental contracts (Appendix I) shall be limited contracts and shall be issued prior to the start of the assignment, and shall not exceed one (1) contract year.

2. Each supplemental contract shall state the following: All supplemental contracts shall automatically expire at the end of each said contract. The Board shall not be required to nonrenew and provide notice requirements under ORC 3319.11 for supplemental contracts.

3. The number of individuals in each supplemental contract shall be determined by the Superintendent.

4. Each candidate shall 1) meet the minimum certification and training requirements set forth in Ohio Administrative Code Section 3301-27-01, 2) have successful experience, 3) have appropriate knowledge of the activity and 4) have compatibility with the position requested.

5. Vacant or newly created supplemental positions will be posted as set forth in Article 14, Sections B-2, 3 and 4. Candidates shall be accorded interviews with the building principal and

the Athletic Director, who shall jointly recommend a candidate to the Superintendent after evaluating each candidate's qualifications based upon the criteria set forth in Section 4 above. Other criteria may not be substituted for those listed in Section 4 and the filling of vacancies shall be neither arbitrary nor capricious. The Superintendent shall consider the recommendations of the principal and the Athletic Director when making his/her recommendations to the Board. All internal candidates shall be interviewed before any external candidates are interviewed. An internal candidate with qualifications relatively equal to or better than those of an outside candidate shall be awarded the position.

6. Once the Board of Education hires a certified bargaining unit member to fill a supplemental position, that person will have priority for the same supplemental position, as long as the person receives a favorable evaluation by the principal and/or the Athletic Director, and the Board offers that person another contract. Subject to the foregoing, only new or vacant supplemental positions need to be posted.

   Priority for any future supplemental contract may be lost as the result of serious ethical and/or safety infractions occurring with student participants before, during or after the end of the supplemental contract period.

   The terms of this section shall include persons hired to fill supplemental duties during the 1999-2000 school year and beyond.

*Mentors are exempted from this section

F. Limited, Continuing and Supplemental Contract Forms, and Salary Notice Forms are attached as Appendices G, H, I, and J.

ARTICLE 18. EMPLOYMENT OF RETIRED TEACHERS

A. The rehire of retired teachers will not exceed 6% of the total bargaining membership. No more than half can be hired outside the district.

B. The board will provide the re-employed teacher with the same health insurance benefits as provided to other employed teachers.

C. At the discretion of the Board of Education, the re-employed teacher will be placed on the salary schedule up to a minimum of step 1 and a maximum of step 3. The board will also have the discretion to place the re-employed teacher at Masters Plus Zero column or below.

D. Rehired teachers shall not be eligible for continuing contracts and are restricted to limited contracts of employment. The contract will be for one year and is automatically non renewed at the conclusion of that year without the need for compliance with ORC sections 3319.11 and 3319.111. The re-employed teacher will be advanced one year on the salary schedule for each year of employment service in the district.

E. The re-employed teacher shall commence employment with zero (0) days of accumulated sick leave. The re-employed teacher is eligible to accumulate sick leave commencing with the first year of re-employment.

F. Re-employed teachers are not eligible to participate in any retirement incentive program.

G. Seniority of retired teachers newly rehired by the Board of Education will be zero (0) upon such employment and will not accumulate any seniority.

H. In the event of a reduction in force (RIS), the re-employed teacher will not have any bumping rights. The recall of teachers due to RIS will supersede the rehire of retired teachers.

I. Re-employment of retired teachers will not jeopardize the continuation of existing academic programs nor result in the reduction in force of staff employed at the commencement of each such re-employment contract.

J. Subject to these provisions, re-employed teachers are part of the bargaining unit.

ARTICLE 19. LEAVES OF ABSENCE

SECTION I. PAID LEAVES

A. SICK LEAVE

1. All members of the bargaining unit shall be entitled to one and one-fourth (1 1/4) Sick Leave days for each month of service, or fifteen (15) days for the school year, cumulative without limit.

2. All members of the bargaining unit shall be entitled to an advancement of five (5) Sick Leave days, if the number of days used exceeds the number accumulated. So long as the bargaining unit member remains in the employment of the Board, the bargaining unit member is required to earn back any advanced Sick Leave days so no loss in pay results. Should the member of the bargaining unit leave the employment of the Board, be placed on unpaid leave of absence, or die, any remaining advanced sick days will be deducted from the final adjusted pay or estate.
3. Sick Leave days may be used for the following reasons:

    a. Personal illness

    b. Personal injury

    c. Exposure to contagious disease which could be communicated to others.

    d. Pregnancy and post-pregnancy recovery

e. Illness, injury, or death in the bargaining unit member's immediate family. "Immediate family" includes any resident in the bargaining unit member's home, spouse, brother, sister, child, father, mother, father- or mother-in-law, foster parent, son- or daughter-in-law, brother- or sister-in-law, stepparent, foster and stepchildren, and grandparents. Additions to this list may be approved by the Superintendent.

4. If an absence exceeds three (3) consecutive days, the bargaining unit member shall be required to provide documentation of the reason for the absence (e.g., a doctor's note, obituary, etc.)

5. Each member of the bargaining unit shall receive at least monthly notification of unused Sick Leave.

6. The Board of Education may require members of the bargaining unit to submit to a health examination, at the expense of the Board, under ORC 3313.71 and Article 13 (Required Physical Examination) of this Agreement. The parties may agree, however, to substitute a statement of condition of the employee by the employee's personal physician, at the employee's expense.

7. Any bargaining unit member may use Sick Leave or advancements thereof for absence due to disability caused by or contributed to by pregnancy, miscarriage, abortion, child-birth, and recovery therefrom (hereafter collectively referred to as "pregnancy"). The bargaining unit member may be entitled to the use of up to thirty (30) days of accumulated Sick Leave after childbirth for the purpose of recuperation. During the summer, after childbirth, the bargaining unit member shall count 30 weekdays following the birth, excluding Saturdays, Sundays and legal holidays, of leave. If any part of the 30 days extends into the school year, the bargaining unit member may use accumulated sick leave to complete the 30 days. Use of Sick Leave beyond the thirty (30) day period shall require a letter, signed by the bargaining unit member's physician, verifying the time period of the disability. Maternity Leave may be used in lieu of Sick Leave either before or after the period of disability.

8. In the event a member of the bargaining unit experiences a catastrophic illness or debilitating injury and exhausts sick leave as a result, the CEA President and Superintendent may agree to establish a mechanism to allow for continued medical coverage and/or receipt of compensation. Any agreement on, failure to agree on or failure to request the establishment of such mechanism shall not be precedent setting, shall not be subject to the grievance procedure and/or unfair labor practice charge.

9. See form: Appendix K

B. PERSONAL LEAVE

1. Requests for personal leave shall be made to the Superintendent at least three (3) days in advance of the anticipated absence. However, in the case of emergency, requests shall be made

as far in advance as possible. A bargaining unit member who has made a timely request shall be notified in advance of the commencement of personal leave when the leave is being denied.

a. Unrestricted:

Each bargaining unit member shall be granted, upon request, three (3) noncumulative personal days per contract year. These days shall be unrestrictive so that by the bargaining unit member checking the appropriate box on the leave form (Appendix K), the leave will be granted.

b. Restricted:

If personal leave is requested for a time after May 1, the leave must be approved by the Superintendent. Should a leave requested under this paragraph be denied, the request may be reconsidered at a meeting between Association representatives and the Superintendent.

2. No more than fifteen percent (15%) of the certificated employees shall be granted Personal Leave on any one (1) day, and no more than ten percent (10%) of the certificated employees shall be granted personal leave on Mondays and Fridays, except for extenuating circumstances. No individual may use more than one personal day on a waiver day per school year. Requests for exceptions must be made through the Superintendent.

3. Personal days shall not be used for vacation and, except for clearly outlined emergencies, shall not be used the day before or the day after the following holidays: Labor Day, NEOEA day, Thanksgiving Break, Winter Break, Martin Luther King Day, Presidents' Day, Easter Break, Spring Break and Memorial Day.

4. Personal Leave shall not be used for gainful employment. "Gainful employment" shall mean where the bargaining unit member receives direct compensation from an employer for the specific time worked.

5. The Superintendent may, at his/her discretion, grant Personal Leave for extenuating circumstances.

6. Any unused personal days incurred over the school year, will be transferred to sick days the subsequent school year. This will include whole and half day personal leave.

7. In an attempt to assure a high level of regular teacher instruction, any bargaining unit member who maintains perfect attendance, which is defined as the use of no sick or personal leave during any quarter of the school year, will receive One Hundred Dollars ($100.00). Maximum total will be Four Hundred Dollars ($400.00) for maintaining perfect attendance for all four (4) quarters. A quarter is defined as the beginning and end of a nine (9) week grading period as defined by the district calendar. Payment of the One Hundred Dollars ($100.00) will be issued to the bargaining unit member in the next pay period following the end of the quarter.

8. Bargaining unit members must be on active pay status (not on any leave) in order to qualify for attendance pay incentives.

9. Bargaining unit members holding a contract of 50% or less for a school year will only qualify for half (1/2) of all of quarterly perfect attendance incentive bonuses if achieved.

C. COMPULSORY LEAVE

1. Release time shall be granted for substantiated and required appearances in court. Witness fees and any other compensation received, if any, shall be forwarded to the Board within thirty (30) days of receipt by the bargaining unit member, in order to get regular pay for time released.

2. See form: Appendix K

D. PROFESSIONAL DAYS

1. Employees may request Professional Leave for purposes of attending workshops, conventions, or other types of meetings designed to improve professional performance.

2. Requests to attend professional meetings shall be forwarded on the proper form through the Administrative Office designated on the form attached as Appendix K. It is possible that more than one (1) member of the bargaining unit may attend the same workshops, conventions, and other types of meetings.

3. The Board shall reimburse according to the Staff Development Opportunities Schedule for food, lodging, transportation, and other fees incurred with the activity and meeting, if the attendance is approved. The Professional Leave request shall be submitted far enough in advance in order to allow all necessary approvals to be made prior to the intended absence from duty.

4. Claims for reimbursement of expenses for Professional Leave shall include receipts for lodging, road tolls, registration fees, transportation receipts if tickets were purchased, and signed vouchers for other expenses incurred on the trip.

5. Leave for the OEA Representative Assembly will be granted to delegates and alternates and is appropriate under this leave. However, the Board's only obligation shall be to provide release time. No other expenses other than a substitute, if necessary, will be paid by the Board.

E. JURY DUTY LEAVE

1. The Board will pay for time lost during any workday (Monday through Friday) to any bargaining unit member for the purpose of serving Municipal, County, State, or Federal jury duty on the following basis:

a. Bargaining unit member must report on the next regular workday to the Superintendent or his/her designee his/her receipt of notice to appear for jury duty.

b. Bargaining unit member will work any part of the day so long as there is at least one-half (1/2) of the school day remaining, exclusive of travel time.

c. The Board will pay a bargaining unit member his/her usual wage and the employee shall deposit his/her jury duty pay with the Treasurer within three (3) workdays of receipt.

2. See form: Appendix K

F. PHYSICAL ASSAULT LEAVE

1. If a member of the bargaining unit is physically assaulted during the course of his/her employment, paid Assault Leave will be granted for the time missed directly related to injuries sustained from the assault, up to thirty (30) workdays, and such will not be deducted from any other leave.

2. If there is any question by the Board or the Administration about the length of the leave, the Board may invoke Article 13 (Required Physical Examination) and the decision of that doctor shall be controlling.

3. See form: Appendix K

G. WORKERS' COMPENSATION

If a bargaining unit member is injured on the job, he/she must follow the Workers' Compensation laws of Ohio. An employee who is injured on the job should 1) immediately notify his or her supervisor, 2) obtain and fill out a school accident form from his or her immediate supervisor and 3) obtain procedures for receiving workers' compensation benefits.

SECTION II. UNPAID LEAVES

A. CHILD CARE/MATERNITY/PATERNITY LEAVE

1. Definitions:

Maternity Leave is absence from school, without pay, by a member of the bargaining unit who is pregnant or has already given birth. Paternity Leave is absence from school, without pay, by a member of the bargaining unit whose spouse has given birth. Child Care Leave is absence from school, without pay, by a member of the bargaining unit who is the parent of a natural born or adopted child less than four (4) years of age, or for an extended physical or mental illness or handicap.

2. Length of Leave:

A bargaining unit member who is pregnant or adopting a child less than four (4) years of age may request and shall be entitled to a leave of absence, without pay, for maternity or child care reasons, to begin any time during pregnancy; or, in the case of adoption, the receipt of custody. Such leave shall be for up to the remainder of the current semester and one (1) additional semester if leave begins in the first semester (two (2) semesters total). Leave shall be granted for two (2) additional semesters if the leave begins in the second semester (three (3) semesters total).

3. Application for Leave:

Application for Maternity/Paternity/Child Care Leave shall be filed on the Leave of Absence Form in the Superintendent's Office 30 days prior to use of said leave.

In the case of adoption, notification will be given as soon as the bargaining unit member is advised of child placement date. Notification shall include the date upon which the leave of absence is to commence and the term of the leave of absence.

In the case of miscarriage or abortion, the bargaining unit member shall be entitled to reinstatement at the beginning of the next grading period.

4. Rights While On Leave:

Any bargaining unit member on Maternity/Paternity/Child Care Leave shall be entitled to request in writing to the Treasurer, and receive the right, to continue to be covered by insurance for hospitalization, surgical benefits, major medical, and/or dental, provided that the bargaining unit member pays to the Board Treasurer, in advance each month, the full amount of the monthly group plan premium of such coverages. Any overpayment of premium shall be refunded to the bargaining unit member upon termination of leave.

5. The bargaining unit member shall submit, in writing to the Superintendent, notification of his/her intent to return to teaching at the beginning of the school year not later than April 1st. The bargaining unit member shall be entitled to reinstatement at the expiration of the leave to the general level training assignment held immediately prior to the leave, unless shifts in pupil enrollment dictate otherwise or the job is combined or eliminated.

6. A male member of the bargaining unit shall have the right to receive Paternity Leave or Child Care Leave as specified in this Article, when his spouse has a child or his family adopts a child or if the child is physically or mentally ill or handicapped. The leave shall commence upon receipt by the Superintendent of verification in writing by the spouse's physician that the period of the spouse's disability has terminated, or that as specified in Item 4 (Application for Leave), above.

7. If a bargaining unit member is on an approved leave of absence and is not available for his/her performance to be evaluated as per Article 10 (Evaluation), he/she shall not be eligible for consideration for a continuing contract during that school year.

8. See form: Appendix K

B. LEAVE OF ABSENCE FOR PROFESSIONAL IMPROVEMENT

1. In accordance with all the provisions of Ohio Revised Codes 3319.13 and 3319.13.1, a member of the bargaining unit who has completed five (5) years of service, and with the permission of the Superintendent and the Board, may be granted a leave of absence without pay for one (1) or two (2) semesters, subject to the following restrictions:

    a. Bargaining unit member must present to the Superintendent for approval, a plan for professional growth prior to such a grant of permission; and at the conclusion of the leave, provide evidence that the plan was followed.

    b. Not more than five percent (5%) of the bargaining unit members will be granted such leave at one time.

    c. A leave will be for one (1) year only.

    d. Upon expiration of the leave of absence, the bargaining unit member will be placed in the same contract and same general level assignment as was held immediately prior to leave unless shifts in pupil enrollment dictate otherwise or the job is combined or eliminated.

    e. Any bargaining unit member who is out on a leave of absence and wishes to return at the beginning of the school year shall notify the Superintendent of such intention not later than April 1.

C. FAMILY AND MEDICAL LEAVE ACT

According to the Family and Medical Leave Act (FMLA), a bargaining unit member may take up to twelve (12) weeks of unpaid leave in a twelve (12) month period because of the birth of a child, or the placement of an adoption or foster care child with the bargaining unit member, or for care of a spouse, child or parent who has a serious health condition. During such leave, the bargaining unit member will be entitled to continuation of health benefits with the same level of Board contribution as exists during the work time. To the extent a bargaining unit member receives pay under this article, such time in pay status shall be credited against the twelve (12) week leave period. To qualify for use of the leave for care of a spouse, child or parent, the bargaining unit member must submit certification satisfactory to the Board. To be eligible for leave under this Section, the employee must have worked at least one thousand two hundred fifty (1,250) hours in the prior twelve (12) month period.

For purposes of this Section, the prior twelve (12) month period is considered to be the prior school year.

D. SPECIAL UNPAID LEAVE

The Superintendent may, at his/her discretion, grant Unpaid Leave of up to 10 days for extenuating circumstances.

ARTICLE 20. STAFF DEVELOPMENT OPPORTUNITIES

A. In recognition of its responsibility for providing bargaining unit members with an opportunity for professional growth, the Board has established the following regulations governing bargaining unit members' attendance and/or participation in programs designed to further the professional growth of its participants.

B. CATEGORY A

1. Where a bargaining unit member has been invited to serve in an official capacity at a State or National professional meeting.

2. Where a bargaining unit member has been directed by the Local Superintendent to attend a professional meeting.

3. The Board's obligation is to:

   a. Provide and pay for substitute.

   b. Pay expenses in the amount of the IRS-approved rate per mile for automobile travel, not to exceed five hundred (500) miles.

   c. Pay for bus, train, or plane fare, whichever is judged as the most satisfactory means of transportation.

   d. Pay actual cost of food and lodging.

C. CATEGORY B

1. Where attendance is designed to benefit the bargaining unit member and through this, INDIRECTLY, the School District, but where the School Administration has not specifically requested this attendance.

2. The Board's obligation is to:

   a. Pay for substitute.

b. Pay expenses in the amount of the IRS-approved rate per mile for automobile travel, not to exceed five hundred (500) miles.

c. Pay actual amount of room not to exceed Forty Dollars ($40.00) per day and actual food not to exceed Twenty Dollars ($20.00) per day.

D. CATEGORY C

1. Where attendance is an act of individual professional interest, or when attendance is a result of the bargaining unit member's position as an elected State-wide officer of any educational organization.

2. The Board of Education will provide release time and pay for the substitute, if needed.

E. REQUESTS

All requests for attending meetings, conferences, workshops, etc., are subject to the following requirements:

1. The form required and provided by the Board must be completed by the bargaining unit member requesting leave from regular duty.

2. Approval of the Superintendent and/or his/her designee must be granted.

3. Evidence of the meeting to be attended must be presented with the request form.

4. Receipts covering costs incurred while attending meetings must be presented to the Superintendent's Office before the bargaining unit member may be reimbursed for his/her expenses.

5. All requests are subject to the final approval of the Superintendent.

ARTICLE 21. INSURANCE

A. HOSPITAL/SURGICAL/MAJOR MEDICAL INSURANCE COVERAGE

1. The Board shall provide Hospital, Surgical, and Major Medical Insurance coverage for each member of the bargaining unit and his/her family. The specifications for the coverage shall be no less than those contained in the Plan administered through the Portage County Schools' Insurance Consortium by Benefit Services, Inc., as of the beginning date of this Contract.

2. As of July 1, 2024 bargaining unit members will pay 12.5% of the yearly medical, dental and prescription cost for single or family coverage for the 2024-2025 school year, 13.5% for the 2025-2026 school year and 15% for the 2026-2027 school year.

3. A Section 125 Plan (Flexible Spending Plan) will be available to all bargaining unit members.

   a. Premium contributions will be deducted from paychecks pre-tax as allowed by the 125 Plan A, if authorized by the bargaining unit member.

   b. Any employee wishing to participate in the medical spending account and the dependent care account will pay the monthly fee assessed by the plan. The Board will not cover the expense of participating in both plans. If there are not enough participants interested to meet the minimum cost, the option of belonging to both plans will be withdrawn until enough people wish to participate.

4. A Health Reimbursement Account (HRA) will be offered to bargaining unit members who participate in the Vitality program. Refer to Appendix L – HRA.

5. Open Enrollment

   Open enrollment will occur during the month of September with coverage becoming effective on October 1st. Open enrollment is available to employees who initially did not enroll in the health care plan and for Employees and/or Dependents that did not enroll at the time that a special enrollment occurred.

B. COMPREHENSIVE HOSPITALIZATION AND MAJOR MEDICAL INSURANCE PROGRAM

Effective January 1, 1996, the Board shall offer a Comprehensive Hospitalization and Major Medical Insurance Program for members of the bargaining unit no less than the specifications in Appendix L.

1. As part of this Program, the employee is responsible for out-of-pocket expenses as per the Insurance Plan.

2. The Plan as administered will have a maximum out-of-pocket of One Thousand/Two Thousand Dollars ($1,000.00/$2,000.00) in network and Two Thousand/Four Thousand Dollars ($2,000.00//$4,000.00) out of network.

C. PRESCRIPTION DRUG INSURANCE

The Board shall provide a Prescription Drug Insurance Plan, no less than the specifications in Appendix L, 3-tier plan as follows**:**

(generic/formulary/non-formulary)	$10/$15/$30 Drug store
	$20/$30/$60 Mail order 90-day supply

D. DENTAL INSURANCE COVERAGE

The Board shall provide single or family dental coverage for each member. Employees may elect dental coverage.

E. LIFE INSURANCE COVERAGE

The Board shall pay one hundred percent (100%) of the premium for Twenty-Five Thousand Dollar ($25,000) of Group Term Life Insurance coverage for each member of the bargaining unit, with the provisions that members of the bargaining unit under this policy may purchase additional insurance by requesting the amount desired in writing and having the additional cost deducted, equally, from each paycheck.

F. VISION INSURANCE COVERAGE

The Board shall pay fifty-one percent (51%) of the premium for Vision insurance coverage for each member of the bargaining unit and his/her family if that bargaining unit member so elects coverage. The plan for this coverage will be no less than the specifications in Appendix L.

G. INSURANCE COVERAGE

Insurance benefits shall continue after retirement for either a maximum of 30 days or until STRS or other benefits begin, whichever is earlier.

H. MEDICAL WAIVER

Any bargaining unit member who informs the treasurer's office in writing that the bargaining unit member affirmatively waives any right to insurance for the year, the employee shall receive three thousand dollars ($3,000.00) in consideration for the medical waiver. Written authorization to accept a medical waiver will be submitted by June 1 prior to the upcoming school year.

Bargaining unit members who select the medical waiver acknowledge the terms and conditions of the Employee Benefit Plan, including but not limited to the pre-existing condition limitations, and must produce documentation that they have insurance coverage from elsewhere in order to be eligible. (NOTE: THIS IS REQUIRED BY THE IRS.)

Bargaining unit members who receive any medical insurance benefit from the district are ineligible for the opt-out stipend. The stipend will be paid at the conclusion of the non-enrolled school year.

ARTICLE 22. PAYROLL

A. PAY PERIODS

Each member of the bargaining unit shall be paid bi-monthly in equal installments by direct deposit during the twelve-month year of the Agreement.

B. Deductions from salary for days docked will be prorated over the remaining pay periods in a school year if the deductions would exceed twenty-five percent (25%) of a paycheck.

C. Payroll notices will be issued via email and the default email will be the Crestwood assigned email until the member submits a different email address to be used.

D. ADDITIONAL TRAINING

1. Staff may move horizontally twice during the school year (at the beginning of the school year or at the beginning of the second semester), provided:

    a. Academic work is completed satisfactorily.

    b. Academic work provides sufficient semester hours to qualify for the next column on the salary schedule.

    c. Submission of an unofficial transcript (hard copy) has been received at the Board Office no more than fourteen (14) calendar days after the beginning of the first or second semester.

    d. Above criteria are based on the eventual receipt of official transcript. The intent is not to penalize the bargaining unit member because of normal delays by the university.

    e. It is understood that second semester raises will only apply to the remaining days of the school year and may not be retroactive.

ARTICLE 23. PAYROLL DEDUCTIONS

A. CREDIT UNION DEDUCTIONS

The Board will accommodate bargaining unit members requesting deductions for payment to the Akron Teachers Credit Union. The Association will provide Payroll Deduction Authorization Forms. Money deducted will be forwarded to the Credit Union within five (5) days of a deduction.

B. STRS DEDUCTIONS

Deductions for the bargaining unit member's share of STRS (State Teachers Retirement System) shall be made equally from all biweekly paychecks.

Bargaining unit members shall be entitled to purchase earned service credit through payroll deduction.

C. PROFESSIONAL ASSOCIATION DUES

1. Association Dues Deduction

   a. It shall be the duty of the Association to present the Board Treasurer with written authorization for dues from its members and the Board Treasurer will deduct the amount in equal deductions from the second paycheck each month beginning in October and ending in August. Deductions will continue automatically, unless withdrawn in writing to the Association and the Board between August 1-September 1.

      If the deduction is not withdrawn, the Association shall give, in writing to the Board Treasurer and the bargaining unit member, no later than September 30, the amount to be deducted that school year. The Board Treasurer shall forward to the Association Treasurer, a check for the amount deducted from each pay within ten (10) days of the deductions.

   b. Persons who are currently on payroll deduction for Association dues are permitted to obtain payroll deduction at any time during the school year. The deduction authorization must be submitted at least ten (10) working days prior to the second paycheck in a month, and will be equally divided over the remaining second paychecks of each month for that school year.

   c. There shall be payroll deduction for the OEA Fund (OEA Fund for Children and Public Education) for those members who choose.

   d. There shall be annuity deduction for those members who choose.

D. FAIR SHARE FEE

Should the provisions of Janus v. AFSCME Council 31 be overturned, the parties agree to meet and negotiate a Fair Share Fee provision consistent with the law.

ARTICLE 24. SEVERANCE PAY

A. A current bargaining unit member of the Crestwood Local School District, upon retirement from active service under provisions of the appropriate public employees' retirement system, shall receive severance pay under the following plan:

1. An employee of the Crestwood Local School District shall receive severance pay equal to twenty-five percent (25%) of the number of days accumulated at the daily rate of pay at the time of retirement to seventy-five (75) days in the 2024-2025 school year, seventy-eight (78) days in the 2025-2026 school year, and eighty-one (81) days in the 2026-2027 school year.

Please note: In order for a bargaining unit member to receive seventy-five (75) days of severance pay for the 2024-2025 school year they must have three hundred (300) sick days accumulated. For the 2025-2026 school year three hundred twelve (312) sick days must be accumulated and for the 2026-2027 school year three hundred twenty-four (324) sick days must be accumulated.

2. Daily rate shall be determined by dividing the annual salary by the number of days worked.

3. For those retirees 55 years and older, payment shall be made into the employer's 403(b) annuity for purposes of sheltering their severance pay. For those retirees under the age of 55, they as a group, must unanimously agree to be covered by the plan. If they do not unanimously agree, individuals may choose to shelter their severance through their employee 457 or 403(b) plan as long as they meet the requirements under IRS. Otherwise, their severance pay shall be paid out upon evidence of their retirement.

4. The above payments shall be exempted from deductions except as provided by law.

5. Collection of severance pay eliminates all present accrued but unused Sick Leave.

6. Any bargaining unit member at least 50 years of age who leaves the employment of the District with at least 25 years of service, the last 10 years served in Crestwood, who does not become employed in a state retirement position between the time of leaving Crestwood employment and retirement, is eligible for severance pay on the date the person receives the first retirement check from STRS, so long as the STRS check is received not later than 36 months from the date the person left the employment of the District.

B. For any member of the bargaining unit who will become eligible to retire the subsequent school year, he/she may request, and shall be granted, an unpaid leave of absence from the beginning of the school year until the date eligible for retirement in order to retain employment status. Any member of the bargaining unit on said leave shall be permitted to continue any or all fringe benefits during the leave so long as the bargaining unit member pays to the Board Treasurer the actual prorated cost of the fringe benefit(s).

ARTICLE 25. ASSOCIATION RIGHTS AND SECURITY

A. GENERAL ASSOCIATION RIGHTS

1. The Association President shall be provided with one (1) copy of the Board meeting agenda prior to each Board meeting and other such non-confidential materials as are provided to the Board, at the same time as sent to the Board, including newsletters, news releases, etc. These materials will be collected by the Board Treasurer and may be picked up at the Treasurer's Office or sent through email. The Association President shall be provided with one (1) of the unofficial Board minutes delivered through the school email.

2. The Association or its representatives shall have the opportunity to participate in initial orientation of new bargaining unit members so long as the Association continues to be recognized as the sole and exclusive representative of the bargaining unit members, and any organization competing for such representation shall be excluded from New Teacher Orientation.

3. Names and addresses of newly employed bargaining unit members shall be provided to the Association as early as practical following Board approval of their contract. These materials will be collected by the Treasurer and may be picked up at the Treasurer's Office.

4a. The Board, recognizing the importance of a well-informed teaching staff and an active representative Association of the bargaining unit members, do, therefore, grant six (6) days of release time from bargaining unit member duties for the Association as representative of the bargaining unit members. Minimum use will be in one-half (1/2) day blocks. (The form will be attached as an Appendix.) A minimum of five (5) working days' advance notice to the Principal and the Superintendent shall be given.

b. The Association shall be provided with four (4) additional one-half (1/2) days Association Leave for one (1) bargaining unit member designee to attend the Portage County Consortium Meetings. The Superintendent and/or Treasurer will provide the schedule of such meetings to the Association President within two (2) workdays of receiving the schedule.

5. The Association President shall be notified of all special meetings of the Board at least twenty-four (24) hours in advance, by email notification from the Treasurer.

6. On both in-service days, the Association is permitted one (1) hour for general member-ship meetings of the Association.

7. Association Dues Deduction:

   The right of dues deduction for the Association shall not be granted to any organization that is competing with the Crestwood Education Association for collective bargaining rights during the term of the Agreement.

8. The Association President shall be supplied with a copy of the Board Policy beginning September 15, 1983, and Board Policy Revisions as they are revised.

B. ASSOCIATION BUILDING RIGHTS

1. The Association may use bulletin boards within the teacher lounges and workrooms.

2. The Association may use Public Address System for brief announcements and use the bulletin boards within the school office with the permission of the Building Administrator.

3. The Association may make announcements at faculty meetings.

4. The Association or committee thereof shall have the right to use the following school-owned equipment, without charge, when not in use for other school business: copy machines, computers, printers and other peripherals and audio/visual equipment. Use of such equipment off school premises must be approved in advance by the Building Principal or other person in charge of the equipment. The Association shall reimburse the Board for supplies used and shall assume the financial responsibility for loss or damage to said equipment while in use by the Association.

5. The Association or its representatives may communicate with individual bargaining unit members during the individual member's preparation period or lunch. The conduct of such business shall be such as not to interfere with instruction. If the representative is from outside the building, then that representative shall check in with the Principal's Office upon entering the building.

6. The Association may use the internal mail/e-mail system of the school and place Association communication in the mailboxes provided for each member of the bargaining unit in the District.

7. The Association or committee thereof shall have the right to use school buildings and facilities without charge, for professional meetings at times when a custodian is normally on duty. At other times, the Association may use the buildings according to regulations established by the Board, with no rental charge except reimbursement to the Board for custodial wages.

ARTICLE 26. SUPERVISING TEACHER/STUDENT-TEACHER

A. The CEA offers its full support to the Student-Teachers' Program, and will attempt, upon request, to aid in the implementation of or in finding solutions to any unanticipated problems connected with this program.

B. Policies established by the cooperating university, unless they are in conflict with this Negotiated Agreement, shall be followed in the implementation of the Student Teachers' Program.

C. A member of the bargaining unit eligible to become a Supervising Teacher is one who has been a member of the bargaining unit in this District at least one (1) year and whose immediately preceding evaluation is Skilled or Accomplished.

D. No Student Teacher shall be assigned to any Supervising Teacher without his/her prior consent.

E. If there should be a conflict of personalities, or for other reasons as determined by the Supervising Teacher, between the Supervising Teacher and the Student Teacher, the Supervising Teacher, through the Superintendent, may recommend to the university that the Student Teacher be transferred. Such a recommendation shall in no way be used in adverse evaluation of the Supervising Teacher.

F. The Student Teacher shall not be used as a substitute teacher.

G. Bargaining unit members who have been assigned a Student Teacher shall not be asked to leave the Student Teacher with a class of students for the purpose of substituting.

H. Since the services rendered by the Supervising Teacher are above and beyond the duties and responsibilities of a regular bargaining unit member, the Supervising Teacher shall be paid a stipend equal to the gross amount received less benefits from the College/University.

ARTICLE 27. PROFESSIONAL DEVELOPMENT PROGRAM

A. The Board of Education shall appropriate, on a school year basis, Twenty Eight Thousand Dollars ($28,000) for fiscal year 2014, Thirty Thousand Dollars ($30,000) for fiscal year 2015, and Thirty Two Thousand Dollars ($32,000) for fiscal year 2016 to provide reimbursement to members of the bargaining unit for earned college credit or CEU credits earned, subject to the following conditions:

1. The bargaining unit member shall have taught in the Crestwood Local Schools for a minimum of two (2) years.

2. The college course or LPDC approved Workshop must be taken in or related to education, teaching, an area of certification, or administration.

3. Available monies shall be provided to reimburse qualified bargaining unit members on a first-come/first-served basis starting July 1 of each year and ending June 30 of the succeeding year. The Administration shall keep a running tally of the requests. A bargaining unit member shall be told at the time of application whether there are sufficient unencumbered funds to reimburse him/her for his/her course work. The Superintendent shall develop equitable guidelines in conformance with this Article for the payment of this money.

4. The bargaining unit member desiring such reimbursement must meet with the Building Principal, and receive the approval of the Building Principal and the Superintendent on the appropriate form provided for this purpose. Courses may be taken only from the list of approved providers as maintained by the LPDC.

5. The bargaining unit member shall submit written proof in the form of an official transcript or record of grades of completed credit at an accredited university, with a passing graduate grade, or CEU Workshop Certificate, to the Superintendent at the conclusion of the quarter or semester in which the course was taken.

6. The reimbursement to a qualified bargaining unit member shall be computed in accordance with the procedures established herein, at the rate of up to One Hundred Seventy Dollars ($170.00) for each quarter hour [up to Two Hundred Fifty Dollars ($250.00**)** per semester hour]

successfully completed, not to exceed One thousand dollars ($1000.00) annually per bargaining unit member, provided the preceding provisions of this Section have been met.[1]

7. The reimbursement is to be payable as a single sum within three (3) weeks following presentation of satisfactory evidence that the course work has been successfully completed.

8. Each bargaining unit member receiving reimbursement under this Section prior to his/her receipt of such reimbursement agrees that he/she will teach in this District for at least one (1) full school year following receipt of such reimbursement. If such bargaining unit member fails to teach in the District for the required period, the amount of such reimbursement received during the prior school year shall be deducted from said bargaining unit member's final pay.

9. Any remainder of the Board appropriated amount shall be carried over to the next school year.

10. The Crestwood LPDC has determined that one (1) CEU equals ten (10) contact hours.

11. See form: Appendix M

ARTICLE 28. CALENDAR AND SCHOOL YEAR

A. The annual School Calendar shall include as a maximum, one hundred eighty-four (184) working days for members of the bargaining unit. Student attendance days, including Parent-Teacher Conference Days, shall be a maximum of one hundred eighty (180) days at seven and one half (7.5) hours per day. CEA President and Superintendent will collaborate on the creation of a district calendar. If in a given school year the number of full calamity days exceeds five (5) days (thirty-seven and one half (37.5) hours), the superintendent and CEA president will meet to determine further course of action. Prior to the establishment of the annual calendar, the Board shall consult with the Association regarding the proposed calamity day schedule.

Schools will be closed for NEOEA Day, Thanksgiving Day and the day following, Christmas Recess, Martin Luther King Day, Presidents' Day, Good Friday, Memorial Day, and a Spring Recess.

B. If the 184th workday is scheduled for a Saturday, each member of the bargaining unit shall have the option of working on the following Monday in lieu of that Saturday.

C. There will be three (3) Teacher In-service days held for all bargaining unit members, including part-time, prior to the first student day of the school year. The first day will be exclusively for teacher preparation.

[1] CEU's will be paid at the rate of thirty percent (30%) of the workshop cost, not to exceed three (3) workshops annually per bargaining unit member, provided the preceding provisions of this Section have been met.

D. Professional development days will correspond to the last day of the first three grading periods. At the end of each grading period, there will be one (1) hour allocated for student record reporting. The fourth professional development day will be scheduled for academic purposes at the discretion of the administration.

E. If state law changes with requirements for mandated training, the Association President and Superintendent shall meet to determine if such changes constitute an adjustment to the school calendar.

ARTICLE 29. SCHOOL DAY AND PLANNING TIME

A. The bargaining unit member's in-school day shall be a maximum of seven and one-half (7 1/2) hours, including a thirty (30) minute duty-free lunch and at least two hundred (200) minutes of planning time per week in a minimum of twenty (20) minute blocks of time. The planning period should be used for instructional preparations or conferences unless the member of the bargaining unit affected agrees otherwise. Members of the bargaining unit may leave the building during lunch after notifying the Office. The time of the opening and closing of school shall be approved by the Superintendent.

B. Under unusual circumstances, bargaining unit members may leave the building during planning time with permission from the Building Principal.

C. The building administrator shall prepare traveling teacher(s) schedules providing adequate time for travel that does not infringe upon the bargained planning time and lunch. This schedule shall be worked out between the affected administrators and teacher. Planning time should be comparable to other building teachers.

ARTICLE 30. LOAD

A. The regular assignment of each member of the bargaining unit shall coincide with his/her certification.

B. Aides will be hired to perform cafeteria and lunch recess duties at the Elementary Campus as long as the economic condition of this District permits.

C. Maximum classroom teacher staffing shall not exceed the ratio of teachers to students of forty (40) teachers per 1,000 students. For counting teachers in this calculation, only regular, full-time, non-categorical (Note: "Categorical" is defined as EMR, LD/BD, Special Ed, and tutors), nonfederal, non-administrative, actual in-class classroom teachers shall be counted.

D. Scheduling and time demands of bargaining unit members as related to the needs of children with and without disabilities shall be taken into consideration when making regular classroom assignments.

E. The Administration shall determine which bargaining unit members shall participate in curriculum development and course of study revisions and how much time shall be allocated for such activity. Such activity shall be done during the school day, during the summer, or after the school day at the option of the Administration. When bargaining unit members are required to participate in such activities during the summer or after the school day, they shall be paid at the internal substitute rate.

F. Under law, the Board has the responsibility to offer flexible credit options to students. Individual teachers may refuse to accept flex credit students, in which case, the Superintendent shall have the right to appoint qualified individuals outside the bargaining unit. If such an individual cannot be found, the Superintendent may assign the flex credit student to the bargaining unit member.

The Board shall establish a student fee for flex credit as may be authorized under State law. This fee, paid by the student, will be passed on to the instructing teacher/teacher of record in its entirety minus applicable benefits as required by law. In the event that a student is exempt from student fees per requirements of Ohio law, the Board shall compensate the instructing teacher/teacher of record through its own funds at the same level.

G. COLLEGE CREDIT PLUS

1. Qualified bargaining unit members shall be given the first opportunity to teach College Credit Plus classes. If no bargaining unit member is qualified, pursuant to the requirements of the program, the Board may arrange for such class(es) to be taught by non-bargaining unit members.

2. A teacher being requested by the Board to teach a College Credit Plus class has the right to refuse such request.

3. Any College Credit Plus program teacher performance assessments required shall not be used as a part of the OTES evaluation nor shall they be included in the teacher's personnel file unless requested by the teacher.

H. INCLUSION:

1. A teacher who has an inclusion classroom and has a concern about a specific child's placement shall address these concerns with the IEP team.

2. A regular classroom teacher who has a general concern about the delivery of Special Education Services relative to the inclusion of students with IEP's may ask the building administrator for a building team to be convened, comprised of the building Principal, the Director of Special Education, a Special Education teacher from the building and the regular teacher and any other necessary personnel, to discuss the concerns and seek possible solutions. The discussion of said building team shall not result in modification or additions to this agreement.

   One such meeting will be required in April or May of each year in each building to discuss these matters in preparation for placement of students in classrooms for the following school year.

I. ELEMENTARY EXTRA DUTY SCHEDULING

Each elementary building administrator will build an extra-duty schedule that takes into consideration the efficient utilization of building staff in connection with bus duty scheduling of their respective building.

These schedules will be discussed in each building no later than the first BLT (Building Liaison Team) meetings of each year.

J. MTSS TEAM LEADERS

Staff acting as MTSS team leaders shall be provided compensatory time to research and prepare for MTSS meetings. This will be accomplished through a variety of methods as determined by the bargaining unit member and the Principal or Pupil Services Director. Some of the methods that could be used include (but are not limited to):

a. Provide a substitute for the bargaining unit member for a day or portion thereof to prepare for MTSS meetings or perform other duties that were neglected while preparing for such meetings
b. Provide compensation for MTSS preparation beyond the contractual day.
c. Release the bargaining unit member from other duties for a specified period of time to prepare for MTSS meetings
d. Training more staff as MTSS coordinator/facilitators as needed

K. IEPs

All Special Education and Related Services members shall get a minimum of two (2) days of release time per year to recognize work on IEPs and shall receive their caseload lists from the district, to the maximum extent available, at least five (5) days prior to the first student day.

ARTICLE 31. WORKING CONDITIONS

A. If a request is made, a bargaining unit member shall be provided a key to each classroom which he/she uses, and which must be returned each year.

B. Each bargaining unit member shall be provided a lockable storage area.

C. There shall be telephones available in the building to make and receive private calls. Bargaining unit members understand that they will not use telephones during class time, except in cases of emergency. Any personal long distance calls must be charged to a home phone number or the bargaining unit member's telephone credit card.

D. Bargaining unit members shall be informed annually, by the Principal, on how to obtain supplies.

E. Bargaining unit members shall be responsible for the renewal of their individual certificate. The Central Office, however, will try to notify bargaining unit members when certifications are due.

F. Observations of members of the bargaining unit by citizens of the Crestwood Local School District shall require one (1) day notice, unless the bargaining unit member agrees to less notice. Observations by others, not administrative staff members, shall require one (1) day notice and bargaining unit member permission, unless the bargaining unit member agrees to less notice. This restriction shall not apply to any accreditation requirements. If a bargaining unit member refuses an observation, the bargaining unit member shall provide rationale in writing.

G. Parent/guardian(s) of the students may visit a classroom of their child upon approval from the building administrator after consultation with the teacher. Upon teacher request the parent/guardian shall be accompanied by a building administrator during the classroom visit. Such visits shall be limited to a maximum of 10-25 minutes so as to limit the disruption to the learning environment, unless otherwise agreed to by the teacher. Except as agreed by both the teacher and administrator, no audio or video recording of any kind shall be made by the parent/guardian during such visit. Such visits shall in no way be used to observe and/or evaluate the teacher in any way. No teacher shall be held liable for any disruption of any kind which may result from such a visit by a parent/guardian. Each classroom teacher shall be subject to no more than two (2) such visits per school year, unless agreed to otherwise by the teacher and building principal.

H. Sections F and G do not apply to special school events (e.g. parties, celebrations, et al) or school volunteers.

I. The final decision on the grade of a student normally rests with the bargaining unit member. However, there are extenuating circumstances, which require that the Principal make the final decision on grades. If the Principal makes the grade change, the bargaining unit member shall be consulted, if possible, before the change is to be made. After the grade change, the bargaining unit member shall be given the Principal's rationale, in writing, for the grade change.

J. No bargaining unit member shall be required to lift or carry students except under limited or emergency circumstances.

K. Announcements over the Public Address System during class time shall be limited.

L. <u>SAFE AND HEALTHFUL WORKING CONDITIONS</u>

1. The Board shall furnish employment which is safe for the members of the bargaining unit; shall furnish a place of employment which shall be safe for the members of the bargaining unit; shall furnish and use safety devices and safeguards; shall adopt and use methods and processes; follow and obey orders; and shall do every other thing reasonably necessary to protect the life, health, safety, and welfare of such employees. (Ohio Revised Code 4101.11)

2. No member of the bargaining unit shall remove, displace, damage, destroy, or carry off any safety device or safeguard furnished or provided for use in any employment or place of

employment or interfere in any way with the use thereof by any other person. No bargaining unit member shall interfere with the use of any method or process adopted for the protection of any bargaining unit member in such employment or place of employment or frequenter of such place of employment, or fail to follow and obey orders, and to do every other thing reasonably necessary to protect the life, health, safety, and welfare of such bargaining unit members and frequenters. (Ohio Revised Code 4101.13)

3. Each member of the bargaining unit shall be responsible to timely report to the Administration any condition which said bargaining unit member believes is dangerous.

4. Bargaining unit members shall exercise reasonable care for all school property and equipment entrusted to them. However, bargaining unit members shall not be responsible for damage unless there is proven negligence.

M. ADMINISTERING MEDICATION

1. Except when Nurses and Administrators are unavailable, no bargaining unit member shall be required to administer medication. When both Nurses and Administrators are unavailable, the responsibility for administering medication shall fall to Counselors. Counselors shall not be required to administer medication without training.

2. The Board shall have the authority to contract out in order to provide this service so long as it does not result in the loss of a bargaining unit position.

3. The parties agree that the MH Nurse can be assigned to implement this provision.

N. SMOKE-FREE ENVIRONMENT

There shall be no smoking in Board buildings or vehicles. The Board shall have the authority to adopt a smoke-free policy which provides for a smoke-free environment on all Board-owned property, with an effective date of the first workday of the 1996-1997 school year.

ARTICLE 32. ABSENCE AND SUBSTITUTION

A. SUBSTITUTE FEEDBACK

Members of the bargaining unit have the right to communicate to the Principal, professional opinion they may have regarding the effectiveness or ineffectiveness of a substitute on the approved list of substitutes.

B. Under circumstances in which the bargaining unit member is aware in advance of a subsequent absence, bargaining unit members have the right to suggest a possible substitute to the Principal.

ARTICLE 33. INDIVIDUAL RIGHTS

A. The Board shall not discriminate on the basis of race, color, creed, age, sex, religion, marital status, national origin, gender identity, sexual orientation, political affiliation, disability, genetic information, or military/veteran status.

B. Members of the bargaining unit have the right to participate in professional and civic organizations for their personal benefit and interest as long as these organizations do not interfere with their teaching duties.

C. Members of the bargaining unit have the right to exercise their constitutional rights of political involvement without fear of reprisal or discipline, so long as it does not interfere with their teaching duties.

D. The parties recognize the faculty and students' rights concerning academic freedom. The bargaining unit member is recognized as an expert in the classroom and has the right to vary preparations and presentations so long as the content standards and the Principal's directions and instructions are followed.

E. Members of the bargaining unit, the Board, and the Administration shall abide by the Negotiated Agreement and by the provisions in individual bargaining unit members' contracts.

F. Bargaining unit members and staff shall have access to the School System's physical facilities, without charge, as long as such access does not interfere with classes or school-related programs and/or activities. Bargaining unit members should complete a "Use of Facility" Form and receive prior approval.

ARTICLE 34. REGULAR SALARY SCHEDULE

A. The BA-0 base salary shall be thirty-nine thousand forty-seven dollars ($39,047.00) for the 2024-2025 school year and forty thousand six hundred nine dollars ($40,609.00) for the 2025-2026 school year forty-two thousand two hundred thirty-four dollars ($42,234.00) for the 2026-2027school year.

B. All Guidance Counselors shall be paid their regular teaching salary plus a five percent (5%) supplemental contract. This supplemental contract is not applicable to any new hires beginning July 1, 2013.

All High School and Middle School Guidance Counselors shall have fifteen (15) days extended time at their regular salary.

Elementary Guidance Counselors shall have ten (10) days extended time at their regular salary. An additional five (5) days shall be available upon consent of the building administrator and guidance counselor with Board approval.

C. PART TIME TEACHER SALARY FORMULA

Contracts for part-time teachers will be established on the following basis:

1. Preparation Time. Part time teachers will be allocated nine (9) minutes of preparation time for each hour of teaching as follows:

   1 hour = 9 minutes
   2 hours = 18 minutes
   3 hours = 27 minutes
   4 hours = 36 minutes
   5 hours = 45 minutes
   6 hours + = 200 minutes per week

   Preparation time rounded off to quarter-hour (1/4 hour) increments must be included in the calculation for a part-time teaching contract.

2. Part-Time Formula. The calculation for a part-time teaching contract shall be as follows:

   Daily contact minutes + preparation time – lunch minutes = Total Minutes Worked.
   Total minutes worked rounded off to quarter-hour (1/4 hour) increments divided by seven (7) hours = Percentage of full-time contract

D.

CRESTWOOD BOARD OF EDUCATION
TEACHER SALARY INDEX
EFFECTIVE 2024-2027

Year	BA	BA+11	150 HRS.	MA	MA+10	MA+20	MA+30
1	1.042	1.072	1.121	1.163	1.183	1.202	1.2115
2	1.084	1.115	1.164	1.21	1.23	1.249	1.2585
3	1.126	1.158	1.207	1.257	1.277	1.296	1.3055
4	1.168	1.201	1.25	1.304	1.324	1.343	1.3525
5	1.21	1.244	1.293	1.351	1.371	1.39	1.3995
6	1.252	1.287	1.336	1.398	1.418	1.437	1.4465
7	1.294	1.33	1.379	1.445	1.465	1.484	1.4935
8	1.336	1.373	1.465	1.539	1.559	1.581	1.592
9	1.378	1.416	1.517	1.595	1.617	1.641	1.653
10	1.426	1.466	1.569	1.651	1.675	1.701	1.714
11	1.474	1.516	1.621	1.707	1.733	1.761	1.775
12	1.522	1.566	1.673	1.763	1.791	1.821	1.836
13	1.57	1.616	1.725	1.819	1.849	1.881	1.897
14	1.57	1.616	1.777	1.875	1.907	1.941	1.958
15	1.57	1.616	1.829	1.931	1.965	2.001	2.019
16	1.57	1.616	1.829	1.931	1.965	2.001	2.019
17	1.57	1.616	1.829	1.931	1.965	2.001	2.019
18	1.57	1.616	1.829	1.931	1.965	2.001	2.019
19	1.57	1.616	1.829	1.931	1.965	2.001	2.08
20	1.618	1.666	1.881	1.987	2.023	2.061	2.08
21	1.618	1.666	1.881	1.987	2.023	2.061	2.08
22	1.618	1.666	1.881	1.987	2.023	2.061	2.08
23	1.618	1.666	1.933	2.043	2.2	2.25	2.275
24	1.666	1.716	1.933	2.043	2.2	2.25	2.275
25	1.666	1.716	1.933	2.043	2.2	2.25	2.275
26	1.666	1.716	1.933	2.043	2.2	2.25	2.275
27	1.666	1.716	1.983	2.1	2.25	2.3	2.325
28	1.714	1.766	1.983	2.1	2.25	2.3	2.325
29	1.714	1.766	1.983	2.1	2.25	2.3	2.325

E.

2024-2025 Salary Schedule							
Year	BA	BA+11	150 HRS.	MA	MA+10	MA+20	MA+30
BASE	$39,047						
1	$ 40,687	$ 41,859	$ 43,772	$ 45,412	$ 46,193	$ 46,935	$ 47,306
2	$ 42,327	$ 43,538	$ 45,451	$ 47,247	$ 48,028	$ 48,770	$ 49,141
3	$ 43,967	$ 45,217	$ 47,130	$ 49,083	$ 49,864	$ 50,606	$ 50,976
4	$ 45,607	$ 46,896	$ 48,809	$ 50,918	$ 51,699	$ 52,441	$ 52,812
5	$ 47,247	$ 48,575	$ 50,488	$ 52,753	$ 53,534	$ 54,276	$ 54,647
6	$ 48,887	$ 50,254	$ 52,167	$ 54,588	$ 55,369	$ 56,111	$ 56,482
7	$ 50,527	$ 51,933	$ 53,846	$ 56,424	$ 57,205	$ 57,946	$ 58,317
8	$ 52,167	$ 53,612	$ 57,205	$ 60,094	$ 60,875	$ 61,734	$ 62,164
9	$ 53,807	$ 55,291	$ 59,235	$ 62,281	$ 63,140	$ 64,077	$ 64,545
10	$ 55,682	$ 57,244	$ 61,265	$ 64,467	$ 65,405	$ 66,420	$ 66,927
11	$ 57,556	$ 59,196	$ 63,296	$ 66,654	$ 67,669	$ 68,763	$ 69,309
12	$ 59,430	$ 61,148	$ 65,326	$ 68,841	$ 69,934	$ 71,105	$ 71,691
13	$ 61,305	$ 63,101	$ 67,357	$ 71,027	$ 72,199	$ 73,448	$ 74,073
14	$ 61,305	$ 63,101	$ 69,387	$ 73,214	$ 74,464	$ 75,791	$ 76,455
15	$ 61,305	$ 63,101	$ 71,418	$ 75,401	$ 76,728	$ 78,134	$ 78,837
16	$ 61,305	$ 63,101	$ 71,418	$ 75,401	$ 76,728	$ 78,134	$ 78,837
17	$ 61,305	$ 63,101	$ 71,418	$ 75,401	$ 76,728	$ 78,134	$ 78,837
18	$ 61,305	$ 63,101	$ 71,418	$ 75,401	$ 76,728	$ 78,134	$ 78,837
19	$ 61,305	$ 63,101	$ 71,418	$ 75,401	$ 76,728	$ 78,134	$ 81,219
20	$ 63,179	$ 65,053	$ 73,448	$ 77,587	$ 78,993	$ 80,477	$ 81,219
21	$ 63,179	$ 65,053	$ 73,448	$ 77,587	$ 78,993	$ 80,477	$ 81,219
22	$ 63,179	$ 65,053	$ 73,448	$ 77,587	$ 78,993	$ 80,477	$ 81,219
23	$ 63,179	$ 65,053	$ 75,479	$ 79,774	$ 85,904	$ 87,857	$ 88,833
24	$ 65,053	$ 67,005	$ 75,479	$ 79,774	$ 85,904	$ 87,857	$ 88,833
25	$ 65,053	$ 67,005	$ 75,479	$ 79,774	$ 85,904	$ 87,857	$ 88,833
26	$ 65,053	$ 67,005	$ 75,479	$ 79,774	$ 85,904	$ 87,857	$ 88,833
27	$ 65,053	$ 67,005	$ 77,431	$ 82,000	$ 87,857	$ 89,809	$ 90,785
28	$ 66,927	$ 68,958	$ 77,431	$ 82,000	$ 87,857	$ 89,809	$ 90,785
29	$ 66,927	$ 68,958	$ 77,431	$ 82,000	$ 87,857	$ 89,809	$ 90,785

* This column is attained when a person has earned 11 semester hours AFTER the granting of the Bachelor's degree as stated on the transcript.

** This column is attained when a person has accumulated a total of 150 semester hours without regard as to when they are earned - as part of the bachelor's degree or after the bachelor's degree is conferred

F.

2025-2026 Salary Schedule							
Year	BA	BA+11	150 HRS.	MA	MA+10	MA+20	MA+30
BASE	$40,609						
1	$ 42,315	$ 43,533	$ 45,523	$ 47,229	$ 48,041	$ 48,812	$ 49,198
2	$ 44,021	$ 45,279	$ 47,269	$ 49,137	$ 49,950	$ 50,721	$ 51,107
3	$ 45,726	$ 47,026	$ 49,016	$ 51,046	$ 51,858	$ 52,630	$ 53,016
4	$ 47,432	$ 48,772	$ 50,762	$ 52,955	$ 53,767	$ 54,538	$ 54,924
5	$ 49,137	$ 50,518	$ 52,508	$ 54,863	$ 55,675	$ 56,447	$ 56,833
6	$ 50,843	$ 52,264	$ 54,254	$ 56,772	$ 57,584	$ 58,356	$ 58,741
7	$ 52,549	$ 54,010	$ 56,000	$ 58,681	$ 59,493	$ 60,264	$ 60,650
8	$ 54,254	$ 55,757	$ 59,493	$ 62,498	$ 63,310	$ 64,203	$ 64,650
9	$ 55,960	$ 57,503	$ 61,604	$ 64,772	$ 65,665	$ 66,640	$ 67,127
10	$ 57,909	$ 59,533	$ 63,716	$ 67,046	$ 68,021	$ 69,077	$ 69,604
11	$ 59,858	$ 61,564	$ 65,828	$ 69,320	$ 70,376	$ 71,513	$ 72,082
12	$ 61,807	$ 63,594	$ 67,939	$ 71,594	$ 72,731	$ 73,950	$ 74,559
13	$ 63,757	$ 65,625	$ 70,051	$ 73,868	$ 75,087	$ 76,386	$ 77,036
14	$ 63,757	$ 65,625	$ 72,163	$ 76,143	$ 77,442	$ 78,823	$ 79,513
15	$ 63,757	$ 65,625	$ 74,275	$ 78,417	$ 79,797	$ 81,259	$ 81,990
16	$ 63,757	$ 65,625	$ 74,275	$ 78,417	$ 79,797	$ 81,259	$ 81,990
17	$ 63,757	$ 65,625	$ 74,275	$ 78,417	$ 79,797	$ 81,259	$ 81,990
18	$ 63,757	$ 65,625	$ 74,275	$ 78,417	$ 79,797	$ 81,259	$ 81,990
19	$ 63,757	$ 65,625	$ 74,275	$ 78,417	$ 79,797	$ 81,259	$ 84,467
20	$ 65,706	$ 67,655	$ 76,386	$ 80,691	$ 82,153	$ 83,696	$ 84,467
21	$ 65,706	$ 67,655	$ 76,386	$ 80,691	$ 82,153	$ 83,696	$ 84,467
22	$ 65,706	$ 67,655	$ 76,386	$ 80,691	$ 82,153	$ 83,696	$ 84,467
23	$ 65,706	$ 67,655	$ 78,498	$ 82,965	$ 89,341	$ 91,371	$ 92,386
24	$ 67,655	$ 69,686	$ 78,498	$ 82,965	$ 89,341	$ 91,371	$ 92,386
25	$ 67,655	$ 69,686	$ 78,498	$ 82,965	$ 89,341	$ 91,371	$ 92,386
26	$ 67,655	$ 69,686	$ 78,498	$ 82,965	$ 89,341	$ 91,371	$ 92,386
27	$ 67,655	$ 69,686	$ 80,528	$ 85,280	$ 91,371	$ 93,402	$ 94,417
28	$ 69,604	$ 71,716	$ 80,528	$ 85,280	$ 91,371	$ 93,402	$ 94,417
29	$ 69,604	$ 71,716	$ 80,528	$ 85,280	$ 91,371	$ 93,402	$ 94,417

* This column is attained when a person has earned 11 semester hours AFTER the granting of the Bachelor's degree as stated on the transcript.

** This column is attained when a person has accumulated a total of 150 semester hours without regard as to when they are earned - as part of the bachelor's degree or after the bachelor's degree is conferred

G.

2026-2027 Salary Schedule							
Year	BA	BA+11	150 HRS.	MA	MA+10	MA+20	MA+30
BASE	$42,234						
1	$ 44,008	$ 45,275	$ 47,344	$ 49,118	$ 49,963	$ 50,765	$ 51,166
2	$ 45,781	$ 47,091	$ 49,160	$ 51,103	$ 51,948	$ 52,750	$ 53,151
3	$ 47,555	$ 48,907	$ 50,976	$ 53,088	$ 53,932	$ 54,735	$ 55,136
4	$ 49,329	$ 50,723	$ 52,792	$ 55,073	$ 55,917	$ 56,720	$ 57,121
5	$ 51,103	$ 52,539	$ 54,608	$ 57,058	$ 57,902	$ 58,705	$ 59,106
6	$ 52,877	$ 54,355	$ 56,424	$ 59,043	$ 59,887	$ 60,690	$ 61,091
7	$ 54,650	$ 56,171	$ 58,240	$ 61,028	$ 61,872	$ 62,675	$ 63,076
8	$ 56,424	$ 57,987	$ 61,872	$ 64,998	$ 65,842	$ 66,772	$ 67,236
9	$ 58,198	$ 59,803	$ 64,069	$ 67,363	$ 68,292	$ 69,306	$ 69,812
10	$ 60,225	$ 61,915	$ 66,265	$ 69,728	$ 70,742	$ 71,840	$ 72,389
11	$ 62,253	$ 64,026	$ 68,461	$ 72,093	$ 73,191	$ 74,374	$ 74,965
12	$ 64,280	$ 66,138	$ 70,657	$ 74,458	$ 75,641	$ 76,908	$ 77,541
13	$ 66,307	$ 68,250	$ 72,853	$ 76,823	$ 78,090	$ 79,442	$ 80,117
14	$ 66,307	$ 68,250	$ 75,049	$ 79,188	$ 80,540	$ 81,976	$ 82,694
15	$ 66,307	$ 68,250	$ 77,246	$ 81,553	$ 82,989	$ 84,510	$ 85,270
16	$ 66,307	$ 68,250	$ 77,246	$ 81,553	$ 82,989	$ 84,510	$ 85,270
17	$ 66,307	$ 68,250	$ 77,246	$ 81,553	$ 82,989	$ 84,510	$ 85,270
18	$ 66,307	$ 68,250	$ 77,246	$ 81,553	$ 82,989	$ 84,510	$ 85,270
19	$ 66,307	$ 68,250	$ 77,246	$ 81,553	$ 82,989	$ 84,510	$ 87,846
20	$ 68,334	$ 70,361	$ 79,442	$ 83,918	$ 85,439	$ 87,044	$ 87,846
21	$ 68,334	$ 70,361	$ 79,442	$ 83,918	$ 85,439	$ 87,044	$ 87,846
22	$ 68,334	$ 70,361	$ 79,442	$ 83,918	$ 85,439	$ 87,044	$ 87,846
23	$ 68,334	$ 70,361	$ 81,638	$ 86,284	$ 92,914	$ 95,026	$ 96,082
24	$ 70,361	$ 72,473	$ 81,638	$ 86,284	$ 92,914	$ 95,026	$ 96,082
25	$ 70,361	$ 72,473	$ 81,638	$ 86,284	$ 92,914	$ 95,026	$ 96,082
26	$ 70,361	$ 72,473	$ 81,638	$ 86,284	$ 92,914	$ 95,026	$ 96,082
27	$ 70,361	$ 72,473	$ 83,750	$ 88,691	$ 95,026	$ 97,138	$ 98,193
28	$ 72,389	$ 74,585	$ 83,750	$ 88,691	$ 95,026	$ 97,138	$ 98,193
29	$ 72,389	$ 74,585	$ 83,750	$ 88,691	$ 95,026	$ 97,138	$ 98,193

* This column is attained when a person has earned 11 semester hours AFTER the granting of the Bachelor's degree as stated on the transcript.

** This column is attained when a person has accumulated a total of 150 semester hours without regard as to when they are earned - as part of the bachelor's degree or after the bachelor's degree is conferred

H. STRS "PICK-UP"

The Crestwood Board of Education herewith agrees to "pick-up" (assume and pay) contributions to the State Teachers Retirement System (STRS), upon behalf of the employees in the bargaining unit, on the following terms and conditions:

1. The amount to be "picked-up" and paid on behalf of each bargaining unit member shall equal the amount he/she is required by STRS to pay into his/her account. Bargaining unit member's annual compensation shall be reduced by an amount equal to the amount "picked-up" and paid by the Board. Sick Leave, severance, vacation, supplemental, extended service pay, and insurance benefits, which are indexed to or otherwise determinable by reference to the bargaining unit member's rate of pay, shall be calculated upon both the cash component and "pick-up" component of the bargaining unit member's restated salary.

2. The "pick-up" percentage shall apply uniformly to all members of the bargaining unit.

3. No bargaining unit member covered by this provision shall have the option to elect a wage increase or other benefit in lieu of the Employer "pick-up."

4. The "pick-up" shall become effective the first day of the 1984-1985 school year and shall apply to all compensation including supplemental earnings thereafter.

5. It is anticipated that the Internal Revenue Service (IRS) will treat this contribution "picked-up" by the Employer as Employer contributions for annuity contracts. In the event, however, the IRS requires payment of taxes on the amount paid by the Employer on behalf of the bargaining unit member, the responsibility for payment of the taxes shall rest with the individual employee.

6. It shall be the responsibility of any bargaining unit member who exceeds the legal permissible annuity deduction to notify the appropriate insurance company.

ARTICLE 35. SUPPLEMENTAL SALARY SCHEDULE

Position	Percent	School
Crestwood Comments Editor	10.00%	District
LPDC Committee	3.00%	District
Music – Elementary Concerts	2.00%	Elem
Faculty Manager (1 Fall Season 4% / 1 Winter Season 4%)	8.00%	High
Faculty Manager (1 Fall Season 4% / 1 Winter Season 4%)	8.00%	Middle
Band - Assistant Marching Band Director	9.00%	High
Band – Battery Percussion Instructor	7.00%	High
Band – Colorguard Instructor	7.00%	High
Band – Jazz Band	3.00%	High
Band – Pit Percussion Instructor	7.00%	High
Band – Director	16.00%	High
Baseball – 9th grade	7.00%	High
Baseball – Head	12.00%	High
Baseball – JV	8.00%	High
Baseball – JV Assistant	7.00%	High
Baseball – Varsity Assistant	7.00%	High
Basketball – Little Dribblers Boys 3/4th grades	3.00%	High
Basketball Boys – Freshmen	8.00%	High
Basketball Boys – Head	16.00%	High
Basketball Boys - JV	10.00%	High
Basketball Boys – Varsity Assistant	10.00%	High
Basketball Girls – Freshmen	8.00%	High
Basketball Girls – Head	16.00%	High
Basketball Girls – JV	10.00%	High
Basketball Girls – Varsity Assistant	10.00%	High
Bowling – Head	7.00%	High
Bowling – Boys	3.50%	High
Bowling – Girls	3.50%	High
Cheerleader – Head – Fall	7.00%	High
Cheerleader – Head – Winter	7.00%	High
Cheerleader Advisor – Freshmen, Fall	4.00%	High
Cheerleader Advisor – Freshmen, Winter	4.00%	High
Cheerleader Advisor – JV, Fall	4.00%	High
Cheerleader Advisor – JV, Winter	4.00%	High
Cross Country Boys	7.00%	High
Cross Country Girls	7.00%	High
Dance Team	4.00%	High
Curriculum Liaisons	4.00%	District
Director of Musicals	8.00%	High
Director of Plays	8.00%	High
Drama – Pit	3.00%	High

Drama – Accompanist	3.00%	High
Drama – Vocal Music Director	3.00%	High
Drama Assistant – Fall	3.00%	High
Drama Assistant – Spring	3.00%	High
Drug Free – TI/SADD	3.00%	High
FCCLA	3.00%	High
Football – Assistant	10.00%	High
Football – Head	16.00%	High
Freshman Advisor	2.00%	High
Golf – Girls	7.00%	High
Golf – Boys	7.00%	High
International Club Advisor	3.00%	High
Junior Class Advisor	4.00%	High
Leadership Advisor	6.00%	High
Music – Vocal	8.00%	High
National Honor Society	3.00%	High
Newspaper Advisor	4.00%	High
Science Club Advisor	3.00%	High
Senior Class Advisor	4.00%	High
Ski Club Advisor	3.00%	High
Soccer Boys – Head	12.00%	High
Soccer Boys - JV	7.00%	High
Soccer Boys – Varsity Assistant	7.00%	High
Soccer Girls – Head	12.00%	High
Soccer Girls – JV	7.00%	High
Soccer Girls – Varsity Assistant	7.00%	High
Softball – Head	12.00%	High
Softball – JV	8.00%	High
Softball – Varsity Assistant	7.00%	High
Sophomore Advisor	2.00%	High
Student Council	6.00%	High
Swimming – Boys	12.00%	High
Swimming – Girls	12.00%	High
Tennis – JV	6.00%	High
Tennis (Fall/Spring)	7.00%	High
Track Boys – Assistant	7.00%	High
Track Boys – Head	12.00%	High
Track Girls – Assistant	7.00%	High
Track Girls – Head	12.00%	High
Volleyball – 9th grade	7.00%	High
Volleyball – JV	7.00%	High
Volleyball Girls – Head	12.00%	High
Winter One Acts	2.00%	High
Strength & Fitness Training Coach (2)	9.00%	District
Wrestling – Freshman	8.00%	High

Wrestling – Head	16.00%	High
Wrestling – JV	10.00%	High
Yearbook Advisor	8.00%	High
Band – Percussion	3.00%	Intermediate
Band – Instrumental	3.00%	Middle
Band – Jazz Band	3.00%	Middle
Band – Percussion	3.00%	Middle
Basketball – Boys 3/4th grades	3.00%	Middle
Basketball – Girls 3/4th grades	3.00%	Middle
Basketball Boys – 5/6th grades	3.00%	Middle
Basketball Girls – 5/6th grades	3.00%	Middle
Basketball Boys – 7th grade	6.00%	Middle
Basketball Boys – 8th grade	6.00%	Middle
Basketball Girls – 7th grade	6.00%	Middle
Basketball Girls – 8th grade	6.00%	Middle
Cheerleading (7th grade) – Fall	3.00%	Middle
Cheerleading (7th grade) – Winter	3.00%	Middle
Cheerleading (8th grade) – Fall	3.00%	Middle
Cheerleading (8th grade) – Winter	3.00%	Middle
Choir – Girls	3.00%	Middle
Cross Country – 7th/8th grade	6.00%	Middle
Cross Country Assistant – 7th/8th grade	3.00%	Middle
Dance Advisor – 8th grade	1.00%	Middle
Football – 7/8th grades	6.00%	Middle
Leadership Advisor	4.00%	Middle
Music – Vocal	3.00%	Middle
Power of the Pen Advisor	4.00%	Middle
Ski Club Advisor	3.00%	Middle
Soccer Coed – 7/8th grade	6.00%	Middle
Track Assistant	6.00%	Middle
Track Boys – 7/8th grades	6.00%	Middle
Track Girls – 7/8th grades	6.00%	Middle
Volleyball – Intramural 5th grade	3.00%	Middle
Volleyball – Intramural 6th grade	3.00%	Middle
Volleyball – 7th grade	6.00%	Middle
Volleyball – 8th grade	6.00%	Middle
Volleyball – Intramural 7/8th grades	3.00%	Middle
Wrestling – 7th grade	6.00%	Middle
Wrestling – 8th grade	6.00%	Middle
Yearbook Advisor	3.00%	Middle
Drug Free – JUST SAY NO Coordinator	4.00%	Elem
Outdoor Education (Earth Day)	2.00%	Elem
College Credit Plus (CCP)	2.00%	7-12 Campus
Washington DC Trip – Overnight Chaperone	$800 flat rate	7-12 Campus
6th Grade Camp – Overnight Chaperone	$800 flat rate	Elem

Final payments for supplemental contracts shall be made as follows, upon submission of the required list of participants and inventory:

1. Year-round contracts of 6% or more: supplemental pay will be distributed in paychecks throughout the regular school year.

2. Seasonal contracts of 6% or more: supplemental pay will be distributed in paychecks over the period beginning thirty (30) days from the first official practice or activity through thirty (30) days after the last scheduled game or activity.

3. Seasonal contracts under 6%: supplemental pay will be made in a lump sum at the end of the season or activity.

C. The Board of Education shall be permitted to add any new positions to the supplemental salary schedule; the salary for each position shall be negotiated with the Association and added to the Master Agreement.

D. The Board of Education has the right to fill or not to fill any of the above positions.

E. Bargaining unit members shall be paid the following additional percentages on the supplemental positions listed in item A, above, as per the following table:

.5 after three (3) years of continuous service
.5 after six (6) years of continuous service
.5 after nine (9) years of continuous service
.5 after twelve (12) years of continuous service
.5 after fifteen (15) years of continuous service
.5 after eighteen (18) years of continuous service
.5 after twenty-one (21) years of continuous service
.5 after twenty-four (24) years of continuous service
.5 after twenty-seven (27) years of continuous service
.5 after thirty (30) years of continuous service

Bargaining unit members will meet the following criteria to receive this additional percentage: (1) years of service must be consecutive; (2) service must be in the same sport or activity supplemental position within the District; (3) consecutive service shall not be interrupted by a decision not to fill a position in a given year.

F. <u>SUPPLEMENTAL CONTRACTS: APPROXIMATION OF TIME EXPECTATIONS</u>

Any bargaining unit member who holds a supplemental contract, or is considering accepting one, *may request* that Form Supplemental Contracts: Approximation of Time Expectations Appendix P be completed and initialed by the supervising administrator and the bargaining unit member. This does not apply to athletic activities governed by the OHSAA.

This form serves no other purpose than to inform the bargaining unit member of the *approximate* time, and product expectations of the supplemental contract in order to determine if he/she wants to be considered for the position.

Under no circumstances will this form be viewed as a contract, a binding agreement, or a job description. Job descriptions, contracts, and evaluations for supplemental contracts remain as management rights and may be changed by management from season to season and year to year consistent with changing needs, changing programs, applicable laws, board policy, or any pertinent Master Agreement language that may exist.

Any significant changes to the time expectation during the period of the supplemental contract should be done in consultation between the bargaining unit member and the supervisor/administrator. The bargaining unit member may request the assistance of a CEA representative if he/she believes the spirit of the document has been violated.

G. EDUCATIONAL OPPORTUNITY PAY

The Board agrees to pay up to twenty thousand dollars ($20,000) per year for Educational Opportunity Pay. Educational Opportunity Pay is for bargaining unit members only. Educational opportunity pay shall be defined as a set payment, up to 2% of the base salary per approved opportunity, to each teacher for the completion of an approved educational opportunity for students. Available monies shall be granted on a first-come/first-served basis.

Educational Opportunities are additional academic, intervention or enrichment programs created to enhance the educational program of Crestwood students. These opportunities may take place before and/or after school.

Bargaining members interested in Educational Opportunity Pay shall complete an application and submit to the Educational Opportunity Committee. The Committee shall be comprised of the Superintendent, designated building administrator, CEA President, and one (1) bargaining unit member selected by CEA President.

Educational Opportunities must be approved by the committee to receive payment.

Applicants will be notified in a timely manner by an agreed upon date set by the committee.

ARTICLE 36. OPEN ENROLLMENT AND TUITION FOR TEACHERS' DEPENDENTS

Teachers wishing to enroll dependents in Crestwood Local Schools must do so under the Board's enrollment policy as long as the Board maintains such a policy. In the event that the Board or the State eliminates open enrollment, the following tuition language shall apply.

The tuition shall be paid for a maximum of six (6) children of members of the bargaining unit. Those members whose children currently attend Crestwood Local Schools shall continue at no tuition. Any

additional students shall be taken on a first-come/first-served basis. Should the District face a loss in State Foundation monies or this provision is found to be contrary to law, then the provision shall be null and void. Loss of State Foundation monies must relate to this Article. No transportation or special programs are included unless approved by the Superintendent.

ARTICLE 37. EARLY NOTIFICATION OF RETIREMENT INCENTIVE

A bargaining unit member must declare his/her intention to retire the last day of the first semester of the year in which they plan to retire and retire July 1 of the same year. For this retirement, the following provisions apply:

1. Regular severance plus a bonus of $10,000, both paid in two installments: ½ in the-retiring calendar year and ½ in the following year.

2. No automatic rehire.

ARTICLE 38. RESIDENT EDUCATOR PROGRAM

A. PURPOSE

The Resident Educator Program for beginning teachers will provide the newest educators with the coaching, mentoring and guidance that are critical to improving their skills and knowledge and student achievement and which will be a Program administered and funded by the Crestwood School District.

This program shall not replace the negotiated employee evaluation system.

B. MENTORS

1. Qualifications

   a. The Mentor Teacher must have Continuing Contract status and have a minimum of five (5) consecutive years of teaching experience in the district and at least two (2) years in the level or area assigned (i.e. elementary, middle school, special education, etc.) and shall be a classroom teacher.

   b. The Mentor Teacher must be trained to act as a mentor through the Ohio Department of Education Instructional Mentoring program.

   c. The Mentor must have demonstrated the ability to work cooperatively and effectively with the professional staff members and have extensive knowledge of a variety of classroom management and instructional techniques.

2. Selections

A Mentor Teacher shall be assigned to a Resident Educator with certification/licensure in the same grade level or subject area. Should no Mentor be available in the same area of certification/licensure, then a Mentor from the grade level or subject area most closely related to that of the resident educator will be assigned.

3. Training

Mentor Teachers shall be provided with the following:

a. An orientation to mentoring responsibilities;

b. State required mentor training;

4. Responsibilities

a. The Mentor Teacher shall carry out the Resident Educator Program in conjunction with the Resident Educator as developed by the Ohio Department of Education.

b. Consult with and otherwise assist the assigned Resident Educator Teacher on a regular basis within the instructional day.

c. The mentor will use the Resident Educator Program formative assessment tools (collaborative log, Ohio Standards for the Teaching Profession reflection tool, goal-setting agreement, etc.), and protocols to support the resident educator.

d. The mentor may attend regional mentor network meetings, as available.

e. The mentor shall not have a formal evaluative role. The mentor's role is to support the growth of the resident educator as an instructional mentor through formative assessment tools.

5. Release Time

a. Each Mentor Teacher shall be granted release time (a minimum of 18 hours per year per Resident Educator) for direct mentoring activities. Release time shall be separate from any other release time covered under this Agreement and shall be provided as mutually agreed upon with the building principal.

b. In addition to 5a above, each Mentor Teacher shall be granted release time to attend training or meetings as required by the State of Ohio.

c. Coverage needs for such release time brought on by exceptional circumstances will be provided by alternate methods to be determined by the building principal in consultation with the Mentor Teacher.

C. PROTECTIONS AND RESTRICTIONS

1. Materials jointly developed by Mentee/Mentor are intended for growth and shall not be used as part of any improvement plan under the OTES (Ohio Teacher Evaluation System) System.

2. All good faith efforts shall be made to ensure that each Mentor Teacher is assigned only one (1) Resident Educator, however, the maximum number of Resident Educators a Mentor Teacher may have is two (2) per year.

3. Other than a notation to the effect that a teacher served as a Mentor Teacher, the teacher's activities as a Mentor Teacher shall not be part of that staff member's evaluation or affect such evaluation in any manner. Nor shall it be attached by the teacher as evidence.

4. There will be no penalty for a Mentor who declines to take a Resident Educator. If the Mentor declines to take a Resident Educator, the Mentor will provide a written reason to the Superintendent.

5. No Resident Educator shall be required to remain in a resident educator program after advancing to a professional educator license.

6. In the event that the District does not comply with the Resident Educator Program the bargaining unit member who is participating in the program shall not be disciplined and/or adversely affected due to the action(s) and/or inaction(s) of the District.

7. The Mentor/Mentee relationship is a confidential and helping relationship therefore Mentor Teachers shall not be asked or directed to participate in the evaluation of any Resident Educator, make any recommendations regarding the continued employment of the teacher, or divulge information from any written documentation or confidential Mentor/Mentee discussions. Any violation of this tenet by the Mentor Teacher shall constitute potential grounds for immediate removal from his/her role as Mentor Teacher.

8. At any time, either the Mentor Teacher or the Resident Educator may request to have a new Mentor assigned. The request shall be made to the program coordinator and the principal.

9. All participatory members, Mentor Teachers, and Resident Educators shall keep confidential all discussions, actions, materials and other information to the extent permitted by law.

10. Resident Educators shall be provided all due process provisions allowed by the Master Agreement and the Ohio Revised Code.

11. Resident Educator will be placed on the appropriate step and column of the negotiated salary schedule.

D. COMPENSATION

1. In addition to the mutually agreed upon release time, each Mentor Teacher shall be paid a stipend of .03 of the BA base salary per school year for each Resident Educator mentored.

2. The program coordinator shall confirm in writing or by email to the Treasurer that the Mentor has completed that semester's mentoring work.

3. Should a mentor resign from the mentoring assignment or a replacement become necessary as described in this article, the outgoing mentor and the incoming mentor shall each be paid on a pro rata basis for the work performed.

4. The District will pay all training fees required for mentors to receive the mandatory ODE (Ohio Department of Education) State mentor training.

E. RESIDENT EDUCATOR

1. Each Resident Educator shall be provided with the following:

   a. Assistance in acquiring knowledge of the school curriculum, responsibilities for implementing that curriculum, and the instructional resources available for such implementation.

   b. Assistance with the management tasks identified as especially difficult for beginning teachers;

   c. Assistance in the improvement of instructional skills and classroom management; and

   d. The opportunity to consult/observe other teachers

   e. The Resident Educator shall be granted release time (a minimum of 18 hours) to meet state requirements. Release time shall be separate from any other release time covered under this Agreement and shall be provided as mutually agreed upon with the building principal.

   f. The Resident Educator is not required to complete an IPDP or to utilize the LPDC process.

   g. All reasonable efforts will be made by the Administration to assign an equitable workload/schedule to a Resident Educator.

F. PROGRAM REVIEW/REVISIONS

1. Mentor Teachers and Resident Educators may meet as a group with the resident educator program coordinator prior to the end of each school year to assess and provide feedback on the program. Any recommendations shall be submitted in writing to the coordinator, President of the Association, and the Superintendent.

2. Mentor Teachers may meet on a periodic basis for coordination purposes.

3. There is no expectation of release time or additional compensation for items F1 and F2.

G. MENTOR TRAINING AND REWARDS

1. At discretion of the Superintendent a building mentor may be assigned to a non-resident educator teacher to be paid at 1%.

2. Any Mentor teacher who declines to take a Resident Educator will not have access to release time or compensation during that year.

   At discretion of the Superintendent a building mentor may be assigned to a non-entry year teacher to be paid at 1%.

3. A qualified SLP (Speech Language Pathologist) mentor a SLP in their clinical fellowship year shall receive a stipend of .03 of the base salary per school year for each SLP mentored.

4. A qualified Guidance Counselor mentor a guidance counselor in their initial year of practice shall receive a stipend of .03 of the base salary per school year for each counselor mentored.

5. A qualified School Psychologist mentoring a school psychologist in their initial year of practice shall receive a stipend of .03 of the base salary per school year for each psychologist mentored.

ARTICLE 39. DRUG-FREE WORKPLACE

A. The Crestwood Board of Education believes quality education is not possible in an environment affected by drugs. There is overwhelming medical and scientific evidence concerning the harmful effects of drugs and alcohol. The Board will seek, therefore, to establish and maintain an educational setting which meets the requirements set forth in the Drug-Free Workplace Act of 1988 and which is not tainted by the use or evidence of use of any controlled substance.

B. No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine, or other intoxicating liquor, or unlawfully manufacture, distribute, dispense, possess, or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana (including medical marijuana), anabolic steroid, or any other controlled substance, as defined in Schedules I through V of Section 202 of the Controlled

Substances Act (21 CFR. 1300.11 through 1300.15) before, during, or after school hours, at school or in any other School District Location as defined below.

C. "School District Location" means in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school; or during any period of time such employee is supervising students on behalf of the school or otherwise engaged in school business.

D. As a condition of employment, each employee shall abide by the terms of this policy and shall notify his or her Supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a School Federal Grant is performed, no later than five (5) calendar days after such conviction.

E. Any staff member who violates this policy shall be subject to disciplinary action up to and including termination and referral for prosecution in accordance with the Ohio Revised Code and applicable Negotiated Agreements. A disciplinary sanction may include the completion of an appropriate rehabilitation program. Compliance with these standards is mandatory for all employees.

F. The Superintendent shall provide a copy of these standards to all bargaining unit members and establish whatever programs and procedures that are necessary to meet the Federal certification requirements but which also comply or do not interfere with collective bargaining agreements. Employees shall be informed of any drug and alcohol counseling and rehabilitation programs that are available to them. Further, the Superintendent shall initiate a biennial review of all substance abuse programs to determine their effectiveness, implement changes if needed, and ensure that disciplinary sanctions are consistently enforced.

ARTICLE 40. BRT/LABOR/MANAGEMENT PROCESS

BRT Process

Each building shall maintain a building level team of teachers, classified staff and administration for the purposes of resolving building issues that may arise.

These meetings will be held monthly with minutes maintained and furnished to the Superintendent and CEA President.

There shall be a Labor/Management Relations Committee which meets at least quarterly during the school year. The purpose of the Labor/Management Relations Committee shall be to resolve issues that are brought from the BRT meetings and to promote a positive working relationship between the parties and to address matters of mutual concern. The Labor/Management Relations Committee shall be comprised of one (1) Administrator from each Building/Program (appointed by Superintendent) and one (1) CEA member from each Building/Program (appointed by the President). If possible, agenda items shall be

submitted to the other party in advance. The discussions of this Labor/Management Relations Committee shall not result in modifications or additions to this Agreement.

Either administration or CEA may request that issues be processed using the IBB issue method.

Unresolved issues affecting working conditions may result in mid-term bargaining.

ARTICLE 41. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

A. There shall be developed a Local Professional Development Committee (LPDC) established under Ohio Revised Code 3319.22.

B. The LPDC shall be a District Level Committee, unless the Board and the Association agree to also have building level committees.

C. The LPDC shall consist of five (5) classroom teachers employed by the District, one (1) Principal employed by the District, and one (1) other employee of the District approved by the Superintendent.

D. The teacher members shall be selected by the CEA President.

E. The term of office of each member of the LPDC shall be determined by the LPDC.

F. Vacancies of teachers shall be filled by the Association. Appointment of non-teacher vacancies shall be filled by the Superintendent. All vacancies shall be filled for the remainder of the term.

G. The initial meeting of the LPDC shall be called by a member designated by the Superintendent. At the initial meeting, the Committee shall select a chairperson and such other officers the Committee deems necessary, and shall adopt rules for the conduct of its meetings. Thereafter, the Committee shall meet at the call of the chairperson or upon the filing of a petition with the Superintendent signed by a majority of the Committee members calling for the Committee to meet.

H. The Committee shall establish rules consistent with Ohio Revised Code 3319.22. A teacher may appeal the decision of the LPDC, consistent with the Ohio State Department of Education regulations/guidelines.

I. The Committee members shall be paid three percent (3%) of the base salary as supplemental pay per year for serving on the Committee.

J. SECRETARY

1. Minutes of the meetings will be taken by a Committee member.

3. Secretarial work will be handled by District secretaries as assigned by Superintendent.

ARTICLE 42. TECHNOLOGY UTILIZATION

A. COMPUTER TECHNOLOGY

In addition to this passage, technology issues are referenced in applicable Board policies.

Computers and other technology are the property of the Board of Education, and are to be used primarily for business purposes. Reviews of email, voicemail, computer files, or other district technology, are subject to inspection if misuse or misconduct in violation of any applicable board policy or law is suspected. Such inspection must be approved by the Superintendent.

The Board recognizes that new technology systems create a periodic need for professional development.

B. STUDENT USAGE

Teachers will make reasonable efforts to monitor student internet usage. Students may encounter material which is controversial and which users, parents, teachers, or administrators may consider inappropriate or offensive. It is the student's responsibility not to initiate access to such material. Moreover, if such material is encountered accidentally, it is the student's responsibility to discontinue the access immediately and notify the teacher.

C. TEACHER NOTIFICATION

Upon observation by the teacher or notification by a student of controversial material, the teacher shall inform the principal. The teacher shall not be subject to discipline for directing the principal to a problem.

ARTICLE 43. EFFECTS OF THE AGREEMENT

A. This Contract represents the entire agreement between the Board of Education and the Association. All rules, regulations, practices, and procedures which have been established to effectuate the Master Contract shall not be modified or discontinued without the mutual consent of the parties.

The parties acknowledge that during negotiations which resulted in this Contract, each had the unlimited right and opportunity to make demands and proposals on any subject within the scope of negotiations, as defined by the parties. The understandings and agreements arrived at by the parties, after the exercise of the right, constitute the entire Contract between them, and settles all demands and issues on all matters within the scope of negotiations.

If, during the term of this Contract, there is a change in any applicable State or Federal law, or rule or regulation adopted by the State Department of Education, which requires the Board of Education to develop policies that change terms or conditions of employment, then the parties will meet to negotiate the affected terms or conditions within thirty (30) days of a request to

meet by either party. If the parties fail to reach agreement regarding the effects of the required policy change, the statutory Dispute Settlement Procedure shall be utilized to resolve the dispute.

Additionally, should the State Employment Relations Board or a Court of competent jurisdiction determine any provision of this agreement to be unlawful after all appeals and/or timelines for appeal have been exhausted, such provision or portion thereof shall be automatically terminated but all other provisions of the Contract shall remain in full force and effect. Within thirty (30) calendar day of such determination, the parties agree to negotiate over the impact of such determination and to bring the Contract into compliance. The parties agree that the dispute resolution procedures contained in Article 2 shall govern all such negotiations as outlined in this section.

B. The Board of Education shall change its Personnel Policies and Practices as may be necessary in order to give full force and effect to this Agreement. Should there be a conflict between this Master Contract and such policy or practice, then the terms of this Master Contract shall prevail.

C. The Master Contract shall be in effect from July 1, 2024, through June 30, 2027 unless terminated or changed by mutual written consent of the parties. The procedures set forth in this document and the terms thereof governing its application and interpretation will remain in force so long as recognition of the CEA as exclusive representative of the bargaining unit continues. Any changes, additions, or deletions to the terms of this Master Contract must be in writing and may only be made upon ratification by the CEA membership and approval by the Board of Education.

D. "Days" as used in this Agreement shall be calendar days exclusive of Saturdays, Sundays, and holidays.

SIGNATURES TO AGREEMENT

CRESTWOOD BOARD OF EDUCATION NEGOTIATING TEAM	CRESTWOOD EDUCATION ASSOCIATION NEGOTIATING TEAM

This Agreement was ratified by the Crestwood Education Association on April 24, 2024.

This Agreement was ratified by the Crestwood Board of Education at the meeting of May 14, 2024.

Treasurer

5/28/2024
Date

APPENDIX A

CRESTWOOD LOCAL SCHOOLS
GRIEVANCE FORM (Level _____)

NAME_____ BUILDING_____

ALLEGED VIOLATIONS, MISINTERPRETATIONS OR MISAPPLICATIONS OF AGREEMENT

_____

_____

STATEMENT OF GRIEVANCE (include the pertinent provisions of the concise Agreement, Rule or Regulation, and the date of the alleged violation)

_____

_____

_____

REMEDY REQUESTED _____

_____

_____

_____

_____ _____
Signature of Aggrieved Date

DISPOSITION RENDERED _____

_____

_____

_____

_____ _____
Signature of Person Rendering Disposition Date
(Attach additional pages if needed for completion of any Section.)

APPENDIX B

PARENTAL COMPLAINT FORM

SCHOOL_____ DATE_____

NAME OF PARENT(S)_____

ADDRESS_____ PHONE_____

NATURE OF COMPLAINT:_____

_____

_____

_____

_____

_____

_____

SUGGESTIONS FOR CORRECTION OF SITUATION:_____

_____

_____

_____

_____

_____

PROBLEM HAS BEEN SUCCESSFULLY RESOLVED:

_____ _____

Signature of Parent Date

Teacher Performance Evaluation Rubric

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

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

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

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

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

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

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

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

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

APPENDIX C-2

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: General Form

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

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

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

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

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

Evaluator Summary Comments:

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

Self-Assessment Summary Tool

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

Name:
Date:

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

Sample Pre-Conference Questions to Guide a Coaching Conversation

The questions provided are intended to guide thinking and conversation; every question DOES NOT need to be answered and may not be relevant to every observation.

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING

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

KNOWLEDGE OF STUDENTS

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

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY

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

CLASSROOM ENVIRONMENT

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

ASSESSMENT OF STUDENT LEARNING

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

PROFESSIONALISM

PROFESSIONAL RESPONSIBILITIES

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

*: Required to Respond to

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.

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 an proposes a sequence of appropriate activities leading to progress toward the goals.

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

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

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

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

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

Comments:

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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** _____

High-Quality Student Data Verification Form

Teacher Name: Evaluator Name:

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

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

1.

2.

The high-quality student data instrument 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, 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/local standards

Comments:

Teacher Signature: Date:

HQSD Approval Signature: Date:

FINAL March 27, 2020

School Psychologist Professional Practice Rubric

Purpose of the Rubric

The School Psychologist Professional Practice Rubric (SPPPR) was developed for three key purposes:

- To provide a description of the *key roles and responsibilities* of a school psychologist. The activity examples are not intended to be exhaustive and additional examples may need to be considered based upon an individual school psychologist's assignment and responsibilities.
- To *inform* the personnel evaluation process of school psychologists.
- To assist school administrators' *recognition* of effective school psychologists and *support of ongoing professional development* for their school psychology staff.

Using the Rubric

Key considerations for using the SPPPR include:

- The SPPPR will be used in the personnel evaluation of school psychologists. Additional information should be considered when making evaluation decisions.

- School psychologists should provide evidence, or artifacts, for the evaluator to consider during the formal observation and post conference
  Examples include:
  student progress monitoring data, educational evaluation reports, examples of student work, surveys/feedback on interactions with families, school staff, and community partners.

- The SPPPR should be completed by a supervisor who is familiar with school psychology practices, professional best practices, and ethical principles.

- The activities listed for the rating categories (Accomplished, etc.) are examples. The list is not exhaustive and a rating at that level does not require evidence of each listed practice. A school psychologist may be involved in other activities that should be considered when selecting the appropriate rating.

- The final SPPPR ratings should be reviewed and discussed by the supervisor and school psychologist. Identifying areas of effectiveness and exemplary practice as well as areas in need of improvement are essential for supporting school psychological practices that enhance student academic and mental health outcomes.

- Scoring of the SPPPR should take into consideration the domains determined applicable to the individual school psychologist.

- Timelines and procedures outlined in Section F of Article 10 Evaluation shall be followed.

School Psychologist Professional Practice Rubric

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY School psychologists utilize their knowledge of data-based decision making and accountability, diversity in development and learning, as well as research and program evaluation to assist staff with effective decision making regarding student needs				
Indicator	**Accomplished (4)**	**Skilled (3)**	**Developing (2)**	**Ineffective (1)**
1.1: Utilizes appropriate assessment and data collection methods Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff.	School Psychologist uses assessment and data collection methods that are -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and -Of sufficient variety for the intended purpose.	School Psychologist uses assessment and data collection methods that are -Appropriate for the student, and -Administered, scored, and interpreted correctly But are -Limited in variety for the intended purpose, or -Limited in individualization for the specific student(s).	School Psychologist uses assessment and data collection methods that are -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.
1.2: Contributes to school-wide assessment and data-based practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), -Conducts a needs assessment to guide the development and delivery of building/district school-wide programs, -Conducts evaluation of school-wide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.	School Psychologist contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Example activities include -Collects, or assists with collection, of student data to inform core curriculum and instructional practices, -Researches and helps select assessments for universal screening, -Summarizes universal screening and/or benchmarking data, -Applies data to curricular decisions and/or instructional practices.	School Psychologist is -Responsive to opportunities to contribute to school-wide assessment practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding school-wide practices.	School Psychologist -Lacks knowledge about school-wide assessment and data-based decision making practices, -Lacks knowledge about the collection and use of school-wide data, and/or -Fails to take advantage of opportunities to engage in school-wide assessment practices.

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Accomplished (4)**	**Skilled (3)**	**Developing (2)**	**Ineffective (1)**
1.3: Contributes to progress monitoring and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes; Indicate domain(s) in which this Employee is involved: ☐Academic ☐Social-Emotional ☐Behavioral Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Conducts evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, -Conducts supplemental diagnostic assessments to assist in intervention selection, -Assists with the development and/or delivery of staff professional development to support intervention practices.	School Psychologist contributes to progress monitoring and data-based decisions regarding intervention practices in a manner that meets the expectations of the school(s)/role. Example activities include -Collects, or assists with collection, of student progress monitoring data, -Researches and helps select assessments for progress monitoring, -Summarizes progress monitoring data, and -Applies progress monitoring data to intervention practices and decisions about need for additional services/supports.	School Psychologist is -Responsive to opportunities to contribute to progress monitoring and data-based decisions regarding intervention practices but contributions are **insufficient** to meet expectations of school(s)/role, and -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	School Psychologist -Lacks knowledge about data-based problem solving practices, -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring practices.
1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions. Part of the School Psychologist's role? ☐No; Indicator Not Applicable to this Employee ☐Yes Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Effectively communicates evaluation findings to school staff through written reports and conferences, and/or -Utilizes evaluation findings to inform accurate eligibility, placement, and service decisions.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of state and federal guidelines, -Appropriate for the student being evaluated, and -Informative for instructional and/or programming purposes.	School Psychologist conducts evaluations that are -Compliant with minimum requirements of state and federal guidelines But are -Limited in appropriateness for the student being evaluated and/or -Limited in providing instructionally relevant information.	School Psychologist conducts evaluations that are -Not compliant with state and federal guidelines , and/or -Inappropriate for the student being evaluated.

DOMAIN 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY, continued				
Indicator	**Accomplished (4)**	**Skilled (3)**	**Developing (2)**	**Ineffective (1)**
1.5: Completes evaluations in a timely manner. Rating:_____.	Completed all in a timely manner	Few evaluations completed after compliance due dates for reasons outside the school psychologist's control	Few evaluations completed after compliance due dates for reasons within the school psychologist's control	Multiple evaluations completed past the compliance due dates
1.6: Utilizes technology as part of data-based decision making practices. Rating:_____.	School Psychologist fulfills the criteria for Level 3 and additionally -Utilizes technological tools and programs in innovative ways to meet the needs of school(s) and/or enhance job performance, -Provides mentoring and coaching to colleagues regarding the use of technological tools and programs, .	School Psychologist utilizes technology to meet the expectations of role and responsibilities. Example activities include using technological tools to -collect assessment data, when appropriate, -score data, -summarize data, -graph data, and/or -share data and findings with others.	School Psychologist is -Involved in continued professional growth and learning regarding the use of technological tools and programs, and/or -Knowledge and skill with technological tools and programs is **insufficient** to meet expectations of role/school(s).	School Psychologist -Lacks knowledge about the use of technological tools and programs, -Lacks the skills needed to use technological tools and programs, and/or -Fails to engage in professional growth and learning to gain needed knowledge and skills.

Related Services Personnel Performance Evaluation Rubric

Directions: The Related Services Personnel Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the Related Services. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the formal observation, the post-conference, as well as informal observations (if applicable). A preconference consists of the teacher providing, via email, a lesson focus and student background information at least 24 hours prior to the scheduled observation. A pre-conference meeting may be held if either party requests. Additional evidence may be provided. The timelines and procedures outlined in Section F of Article 10 shall be followed.

The professionalism section of the rubric may use evidence collected during the pre- or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**DOMAIN 1 (Indicator 1.1: Utilizes appropriate assessment and data collection methods)**	Uses assessment and data collection methods that are: -Inappropriate for purpose and/or student, or -Are administered, scored, or interpreted incorrectly.	Uses assessment and data collection methods that are: -Appropriate for the student, and -Administered, scored, and interpreted Correctly But are limited in variety for the intended purpose, or limited in individualization for the specific student(s).	Uses assessment and data collection methods that are: -Appropriate for the intended purpose, -Appropriate and individualized for the specific student's cultural, linguistic and disability background, and of sufficient variety for the intended purpose	Fulfills the criteria for Skilled and additionally: -Applies evaluation data and findings to intervention, instruction, programming, and services through written reports, intervention plans, and meetings/ conferences with parents and/or school staff.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	**DOMAIN 1 (Indicator 1.2: Contributes to school-wide assessment and data-based practices)** *Sources of Evidence:* Pre-Conference	-Lacks knowledge about school-wide assessment and data-based decision making practices, -Lacks knowledge about the collection and use of school-wide data, and/or -Fails to take advantage of opportunities to engage in school-wide assessment practices.	-Responsive to opportunities to contribute to school-wide assessment practices but contributions are insufficient to meet expectations of school(s)/role, and is -Involved in continued professional growth and learning regarding schoolwide assessment practices.	Contributes to school-wide assessment practices in a manner that meets the expectations of the role/school(s). Activities may include: -Collects, or assists with collection, of student data to inform curriculum and instructional practices, supports use of assessments for universal screening, summarizes or interprets universal screening and/or benchmarking data, applies data to curricular decisions and/or instructional practices. -Recommendations related to hearing screenings	Fulfills the criteria for Skilled and additionally: -Serves as a member of school building level teams (e.g., school improvement team, intervention team, etc.), -Participates in evaluation of schoolwide practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support school-wide assessment practices.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	**DOMAIN 1 (Indicator 1.3: Contributes to data-based decisions regarding intervention practices)**	-Lacks knowledge about data-based problem solving practices. -Lacks knowledge about the collection and use of progress monitoring data, and/or -Fails to take advantage of opportunities to engage in progress monitoring and data-based decision making practices.	-Responsive to opportunities to contribute to progress monitoring and data-based decision-making regarding intervention practices but contributions are insufficient to meet expectations of school/role, and is -Involved in continued professional growth and learning regarding progress monitoring and data-based decision making practices.	Contributes to practices related to progress monitoring or data-based decision regarding intervention practices. Activities may include: -Supports collection of student data, researches/recommends assessments for progress monitoring of individuals or programmatic changes, summarizes/interprets progress monitoring data, consults and makes recommendations about the need for services/supports based on student data, contributes to the developing practices in the area of student data collection.	Fulfills the criteria of the Skilled level and additionally: -Serves as a member of student level teams (i.e. intervention team, problem solving team, etc.) -Conducts evaluation of intervention practices/programs to ensure effectiveness and to guide improvements. -Collects or interprets diagnostic data to assist in intervention selection. -Assists with the development and/or delivery of staff professional development to support intervention practices.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	DOMAIN 1 (Indicator 1.4: Conducts special education evaluations to inform eligibility, service, and programming decisions.)	Conducts evaluations that are: -not compliant with requirements and/ or -inappropriate for the student being evaluated.	Conducts evaluations that are: -compliant with minimum requirements But are -limited in appropriateness for the student being evaluated and/or -limited in providing instructionally relevant information.	Conducts evaluations that are: -compliant with minimum requirements. -appropriate to the student being evaluated, and -informative for instructional and/or programming purposes.	Fulfills the criteria for Skilled level and additionally: -Effectively communicates evaluation findings to evaluation team members through written reports, conferences/ team meetings, and/or other means of communication -Utilizes evaluation findings to inform eligibility, placement, and service decisions.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective	Developing	Skilled	Accomplished
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	DOMAIN 1 (Indicator 1.5: Completes evaluations in a timely manner.)	Multiple evaluations completed past the compliance due dates.	Few evaluations completed after compliance due dates without necessary documentation of attempts to comply with deadlines.	With few exceptions, all evaluations completed in a timely manner while documenting multiple attempts to comply with deadlines..	All evaluations completed in a timely manner while documenting multiple attempts to comply with deadlines.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective	**Developing**	Skilled	**Accomplished**
ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	**DOMAIN 1 (Indicator 1.6: Utilizes technology as part of practices.)**	-lacks knowledge about the use of technological tools and programs. -Lacks the skills needed to use technological tools and programs. -Fails to engage in professional growth and learning to gain needed knowledge and skills.	-involved in continued professional growth and learning regarding the use of technological tools and programs and/or -knowledge and skill with technological tools and programs is insufficient to meet expectations of role / school.	Utilizes technology to meet expectations of role and responsibilities. Activities may include: -Using technology to collect assessment data (when appropriate), score data, summarize data, graph data, and/or share data or findings with others.	Fulfills the criteria for Skilled level and additionally: -Utilizes technological tools and programs in highly effective ways to meet the needs of the school and/or enhance job performance. -Provides mentoring/coaching to colleagues regarding job specific technological skills.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT					
		Ineffective	**Developing**	Skilled	**Accomplished**
INTERVENTIONS AND INSTRUCTIONAL SUPPORT	**DOMAIN 2 (Indicator 2.2: Contributes to intervention practices for academic and behavioral domains or non-academic student performance.)**	-Lacks knowledge about intervention strategies and practices, -Fails to take advantage of opportunities to engage in continued professional growth and learning.	-Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of school(s)/role, and is -Involved in continued professional growth and learning regarding intervention practices.	Contributes to intervention practices in a manner that meets the expectations of the role/school(s). Activities may include: - Researches and helps select intervention strategies and approaches for school(s); helps develop intervention plans for individual students or small groups of students; applies progress monitoring data to intervention practices and decisions about need for additional services/supports; assists staff in learning and implementing new intervention strategies, approaches, or programs; and assists in the collection of information about implementation integrity; contributes to the developing practices in the area of intervention practices.	Fulfills the criteria for Skilled level and additionally: -Serves as a member of student level teams (e.g., intervention team, problem solving team, etc.), -Supports evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, or -Assists with the development and/or delivery of staff professional development to support intervention practices.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTIONS AND INSTRUCTIONAL SUPPORT					
		Ineffective	Developing	Skilled	Accomplished
INTERVENTIONS AND INSTRUCTIONAL SUPPORT	**DOMAIN 2 (Indicator 2.3: Utilizes information about student background, culture and characteristics to inform decisions related to instruction, intervention, and service delivery.)**	Lacks an understanding of the influence of factors such as culture, linguistic, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior. Fails to take advantage of opportunities to engage in continued professional growth and learning.	Involved in continued professional growth regarding student diversity and academic, social-emotional, and behavioral outcomes, But practices demonstrate limited application of this knowledge to decision making related to instruction and service delivery.	Demonstrates an understanding of and sensitivity to the influence of factors such as culture, language, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior.	Fulfills the criteria for Skilled level and additionally: Assists with the development and/or delivery of staff professional development on student diversity. Provides mentoring and coaching to colleagues regarding issues of diversity and student learning. Applies knowledge to assist students, schools, and/or community, for example, addressing issues of disproportionately in special education identification or suspension/expulsion data.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CONSULTATION AND COLLABORATION					
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND COLLABORATION	**DOMAIN 3 (Indicator 3.1: Engages in consultation and collaboration with school staff.)**	Lacks knowledge and skills about effective consultation strategies and practices, and/or Fails to take advantage of opportunities to engage in continued professional growth and learning.	Involved in continued professional growth regarding consultation and collaboration strategies. However, individual's practices demonstrate limited application of knowledge and skills to expected roles and responsibilities.	Effectively engages in consultation and collaboration with school staff. Activities may include: -Assists teachers with identifying concerns to target through intervention supports team/teachers with implementation of interventions through modeling, coaching, providing feedback or training, works with others as part of a team (e.g. intervention team, problem-solving team, committee), and/or utilizes skills/strategies for facilitating and conflict resolution; and/or communicates with school staff in a clear and ethical manner.	Fulfills the criteria for Skilled level and additionally: Assists with the development and/or delivery of staff professional development on collaboration and consultation. Provides mentoring and coaching to colleagues regarding consultation strategies. Applies knowledge in innovative ways to assist students, schools, or community. For example, designing a process for collaborative team meetings.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CONSULTATION AND COLLABORATION					
		Ineffective	Developing	Skilled	Accomplished
CONSULTATION AND COLLABORATION	**DOMAIN 3 (Indicator 3.2: Engages in consultation and collaboration with parents and families.)**	Lacks knowledge about effective consultation strategies and practices, and/or Fails to take advantage of opportunities to engage in continued professional growth and learning.	Involved in continued professional growth regarding consultation and collaboration strategies. However, individual's practices do not meet expected roles and responsibilities.	Effectively engages in consultation and collaboration with parents and families. Activities may include: - Answers questions clearly and comprehensively; discusses parent concerns and provides suggestions for strategies to use at home; clearly explains assessment data and intervention strategies; explains school procedures for services such as special education, intervention, etc.; clearly explains evaluation findings and eligibility following special education evaluation; and/or communicates with parents and families in a clear and ethical manner.	Fulfills the criteria for Skilled level and additionally -Assists with the development and/or delivery of staff professional development on collaboration and consultation; provides mentoring and/or coaching of colleagues regarding consultation strategies; applies knowledge in innovative ways to assist students and families; conducts and/or assists with parent education sessions and trainings.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

LEADERSHIP					
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	**DOMAIN 4 (Indicator 4.1: Seeks professional growth and learning opportunities to advance own knowledge and skill.)**	Does not seek out or take advantage of opportunities to engage in professional learning and/or Does not respond to feedback from supervisor(s) regarding the need for professional learning.	Attends mandatory professional learning events, but does not demonstrate application of knowledge/skill addressed in professional learning event, or initiates attendance at optional professional learning events.	Responds well to constructive feedback; utilizes feedback to identify areas for professional growth; initiates attendance at optional professional learning events; engages in professional reading of current research and practice; demonstrates application of knowledge/skill addressed in attended professional learning events.	Fulfills the criteria for Skilled level and additionally: Reflects critically on own skills and identifies professional learning needs, shares newly learned knowledge and practices with colleagues and school staff; seeks opportunities to provide professional learning sessions for colleagues and/or school staff. Maintains membership in professional organizations and/or participates in sponsored professional activities.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

		LEADERSHIP			
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	DOMAIN 4 (Indicator 4.2: Contributes to School Improvement or to his/her Professional Practice.)	Rarely or never contributes ideas to improve school, district, or cooperative efforts. Rarely participates in activities/ committees. Little or no involvement in activities to advance his/her professional practice.	Responds to direct requests for involvement in activities/committees but does not initiate involvement in such activities.	Contributes ideas and expertise for school improvement. Participates in activities focused on improving the procedures and practices of the school/district.	Fulfills the criteria for Skilled level and additionally: Assumes leadership positions in professional organizations or school and district committees, and/or Mentors university students and interns.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

		LEADERSHIP			
		Ineffective	Developing	Skilled	Accomplished
LEADERSHIP	DOMAIN 4 (Indicator 4.3: Advocates for student success.)	Demonstrates limited commitment to the growth and learning of students. Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services.	Demonstrates a concern about student failure or lack of progress but does not advocate for student needs.	Demonstrates a concern for student learning and outcomes by advocating for a change in instruction or services when needed. Advocates in a respectful and effective manner.	Fulfills the criteria for Skilled level and additionally: -Provides support and mentoring to colleagues regarding student advocacy when appropriate. -Provides support and mentoring to parents in regards to their child's needs
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

		CORE PROFESSIONALISM			
		Ineffective	Developing	Skilled	Accomplished
CORE	DOMAIN 5 (Indicator 5.2: Communication.)	Fails to communicate clearly with students and families or collaborate effectively with professional colleagues.	Uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation of achieve the intended outcome.	Uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies.	Communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE	DOMAIN 5 (Indicator 5.3: Respect and Professional Conduct)	Consistently fails to interact with students, parents/families, community members, and colleagues in a respectful, professional, and confidential manner.	Periodically fails to interact with students, parents/families, community members, and colleagues in a respectful, professional, and confidential manner.	Interacts with students, parents/families, community members, and colleagues in a respectful, professional, and ethical manner. Presents student-related information in a confidential manner.	Demonstrates a high level of respect, professional conduct, and awareness of diversity when interacting with students, parents/families, community members, and colleagues.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	DOMAIN 5 (Indicator 5.4: Policies and Procedures)	Demonstrates a pattern of failing to follow state, school, and district policies and procedures. Demonstrates limited knowledge of state, school, and district policies and procedures.	Periodically fails to follow state, school, and district policies and procedures. Demonstrates an incomplete knowledge of state, school, and district policies and procedures.	Follows state, school, and district policies and procedures. Demonstrates a working knowledge of state, school, and district policies and procedures.	Follows state, school, and district policies and procedures. Demonstrates a comprehensive knowledge of state, school, and district policies and procedures. Provides support or mentoring to colleagues regarding state, school, and district policies and procedures.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CORE PROFESSIONALISM					
		Ineffective	Developing	Skilled	Accomplished
CORE PROFESSIONALISM	DOMAIN 5 (Indicator 5.5: Goals)	Fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.	Identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	Sets data-based short- and long-term professional goals and takes action to meet these goals.	Sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

APPENDIX F

Class Coverage – Certified Staff

CLASS COVERAGE – CERTIFIED STAFF
7-12 CAMPUS FORM

NAME_____ **BUILDING**_____

DATE COVERED _____**WHOM DID YOU COVER FOR**_____

TOTAL TIME COVERED ($7.50 PER 15 MINUTES)

_____ 15 _____ 30 _____ 45 _____ 60 _____ 75 _____ 90

_____ _____ _____
TEACHER'S SIGNATURE DATE PRINCIPAL'S SIGNATURE

Class Coverage – Certified Staff

CLASS COVERAGE – CERTIFIED STAFF
ELEMENTARY CAMPUS FORM

NAME_____ **BUILDING**_____

DATE COVERED _____**WHOM DID YOU COVER FOR**_____

TOTAL TIME COVERED ($7.50 PER 15 MINUTES)

_____ 15 _____ 30 _____ 45 _____ 60 _____ 75 _____ 90

DID YOU SPLIT THE CLASS? ($120.00)
YES NO

IF SO, WITH WHOM? _____

_____ **HALF DAY** _____ **FULL DAY**

_____ _____ _____
TEACHER'S SIGNATURE DATE PRINCIPAL'S SIGNATURE

APPENDIX G

CRESTWOOD LOCAL SCHOOLS
LIMITED CONTRACT
Section 3319.07-3319.08 ORC

AN AGREEMENT entered into between _____, PARTY OF THE FIRST PART, and the Board of Education of the Crestwood Local School District of Portage County, Ohio, PARTY OF THE SECOND PART.

PARTY OF THE FIRST PART AGREES:

(a) To teach in the public schools of said District for _____

_____.

(b) To abide by and maintain the written policies and rules adopted by said Board of Education, and to carry out the educational programs of the County Superintendent and the Local School Superintendent.

(c) To give up his/her position, only with the consent of said Board, after the tenth (10th) of July prior to the school year for which he/she has been employed. (See ORC 3319.15)

IN CONSIDERATION of the above service, PARTY OF THE SECOND PART AGREES: to pay PARTY OF THE FIRST PART, the sum of _____, payable in _____ installments.

ENTERED INTO at Mantua, Ohio, this _____ day of _____, 20____.

CATEGORY/STEP_____ _____
Teacher

_____ _____
Board President Board Treasurer

On contracts for more than one (1) year, the provisions of Section 3319.12 ORC as to Salary Notices apply.

APPENDIX H

CRESTWOOD LOCAL SCHOOLS
CONTINUING CONTRACT
Sections 3319.01-.07-.08-.11-.12 ORC

AN AGREEMENT entered into between _____, PARTY OF THE FIRST PART, and the Board of Education of the Crestwood Local School District of Portage County, Ohio, PARTY OF THE SECOND PART.

PARTY OF THE FIRST PART AGREES:

(a) To teach in the public schools of said District from the date of this contract until he/she resigns, elects to retire, is retired pursuant to Section 3307.37 of the Revised Code, or until said contract is terminated or suspended as provided by law.

(b) To abide by and maintain the written policies and rules adopted by said Board of Education, and to carry out the educational programs of the County Superintendent and the Local School Superintendent.

IN CONSIDERATION of the above service, PARTY OF THE SECOND PART AGREES: to pay PARTY OF THE FIRST PART, the sum of _____, annually. Said sum to be payable in a specified number of installments, as shall be indicated in Salary Notices to be sent annually as provided by law.

ENTERED INTO at Mantua, Ohio, this _____ day of _____, 20____.

CATEGORY/STEP_____

_____
Teacher

_____ _____
Board President Board Treasurer

APPENDIX I

CRESTWOOD LOCAL SCHOOLS

LIMITED SUPPLEMENTAL CONTRACT

AN AGREEMENT entered into between _____, PARTY OF THE FIRST PART, and the Board of Education of the Crestwood Local School District of Portage County, Ohio, PARTY OF THE SECOND PART.

PARTY OF THE FIRST PART AGREES:

(a) In addition to regular teaching assignment, to perform the following duties for and in behalf of said Board:
_____ for the period
_____.

(b) To abide by and maintain the written policies and rules adopted by said Board.

IN CONSIDERATION of the above service, PARTY OF THE SECOND PART AGREES: to pay PARTY OF THE FIRST PART, the sum of _____, payable _____.

ENTERED INTO at Mantua, Ohio, this _____day of _____, 20____.

CATEGORY/STEP_____ _____
Teacher

_____ _____
Board President Board Treasurer

NOTE: This contract automatically expires at the end of the academic term (no later than June 30 of the academic year in which it was entered).

APPENDIX J

CRESTWOOD LOCAL SCHOOLS

SALARY NOTIFICATION

TO: _____

IN ACCORDANCE WITH OHIO REVISED CODE 3319.12, YOU ARE HEREBY NOTIFIED THAT YOUR SALARY FOR THE SCHOOL YEAR 20_____ TO 20_____ WILL BE _____, BEGINNING _____, 20_____, AND ENDING _____, 20_____, PAYABLE IN TWENTY-SIX (26) BIWEEKLY INSTALLMENTS.

BASIS OF COMPUTATION:

Degree Status _____

Regular Service Credit _____Yrs

Military Service Credit ____Yrs

Category/Step _____

THE BOARD OF EDUCATION

_____
President

_____
Treasurer

Issued at Mantua, Ohio, this _____ day of _____, 20____.

APPENDIX K

CRESTWOOD LOCAL SCHOOLS
ALL-PURPOSE LEAVE FORM

Name_____Building_____

Date of Leave_____

Number of Working Days to be Absent_____

(Check ONE Only)
___ Sick Leave (Complete Section A)
___ Personal Leave
___ Child Care/Maternity/Paternity Leave (Attach Physician's Statement)
___ Leave of Absence for Professional Improvement (Attach Plan for Professional Growth)
___ Compulsory Leave (Attach Substantiation)
___ Professional Leave (Complete Section B)
___ Association Leave (Signature of CEA President)_____
___ Jury Duty Leave (Attach Notice)
___ Assault Leave (Attach Physician's Certificate)

A. Sick Leave (Check ONE Only)
___ Personal Illness _____
___ Personal Injury (Name/Address of Attending Physician) (OPTIONAL)
___ Personal Injury
___ Exposure to Contagious Disease
___ Pregnancy and post-pregnancy recovery
___ Illness, Injury or Death in Immediate Family _____

B. Professional Leave
Name of Meeting: _____
Date of Meeting(s): _____
Place of Meeting(s):_____
Anticipated Cost: _____

Includes:	Amount:
_____ Registration	$_____
_____ Meals	$_____
_____ Housing	$_____
_____ Transportation (if applicable)	$_____

Number of Days: _____ Substitute Needed? YES____ NO____

How will this professional meeting benefit the School District?

_____ _____ _____
Employee Principal Superintendent

Date_____ Date_____ Date_____

Health Reimbursement Account (HRA)

July 1, 2021 – June 30, 2024

- Allows employees to earn toward their OOP (Out of Pocket) costs based on their Vitality status.
- Employees will be responsible for OOP amounts they don't earn.
- Employees are responsible for Coinsurance, OOP Maximum and Copays
- Employees who reach any status may roll 100% of their balances over to the next year.

Amounts Earned Per Status Level

Status Level	Single	Family
Silver	$50	$100
Gold	$25	$50
Platinum	$25	$50
Completed VHR**	$50	$50
Completed Biometrics**	$25	$25
Total Fund Available	$175	$275

** The VHR and Biometrics screenings must be completed prior to November 1st of each year in order to receive the reimbursement.

- Vitality of Status Levels start over on July 1st each year.
- If the HRA is disbanded or when an employee retires, the district agrees to allow members to use their remaining balance until their balance is depleted. Exceptions to this are if an employee has resigned or is terminated.
- The HRA card is loaded on the 1st of each month.
- The HRA card may be used for any medical/dental/vision/prescription expense.

APPENDIX L PRESCRIPTION CHANGE UPDATE ORIGINALLY AGREED UPON ON 4/6/21

Portage Area Schools Consortium, Crestwood Local Schools – All Plans: Certified and Certified Administration and Classified and Classified Administration

This Amendment amends your employee benefit plan (Plan) and becomes a part of your Plan as of July 1, 2021. Please this Amendment with your Plan Document/Summary of Benefits for future reference.

1. The Prescription Drug Schedule of Benefits is amended as follows:

a.) The Prescription Drug Schedule of Benefits is amended as follows:

PRESCRIPTION DRUG BENEFITS

Preventative Drugs in compliance with Health Care Reform — Plan pays 100 %

Retail Copay (up to a 34-day supply)
- Generic $15.00
- Formulary $25.00
- Non-Formulary $40.00

Smart 90 Retail Copay (35 to a 90-day supply):
- Generic $30.00
- Formulary $50.00
- Non-Formulary $80.00

Mail Order Copay (90 day supply):
- Generic $30.00
- Formulary $60.00
- Non-Formulary $80.00

Out-of-Pocket Maximum per Calendar Year:
- Per Individual ..... $ 7,550.00
- Per Family $15,100.00

This Plan includes a Specialty Prescription Drug Copay offset program ("Program"). By participating in the Program, the Covered Person's Prescription Drug Copays for Specialty Prescription Drugs may be set to the maximum of the current Plan design, or to the amount of any available manufacturer – funded Copay assistance, but the drug manufacturer will absorb most, or all, of this amount. As with other patient assistance programs, any financial assistance the Covered person receives toward his or her cost of drug does not apply toward the Covered Person's Out-of- Pocket Maximum. If the Covered Person chooses not to participate in the Program, he or she will be responsible for paying a significantly higher Prescription Drug Copay for that particular drug.

Please contact Express Scripts Customer Service to find out what Specialty Prescription Drugs are part of this program.

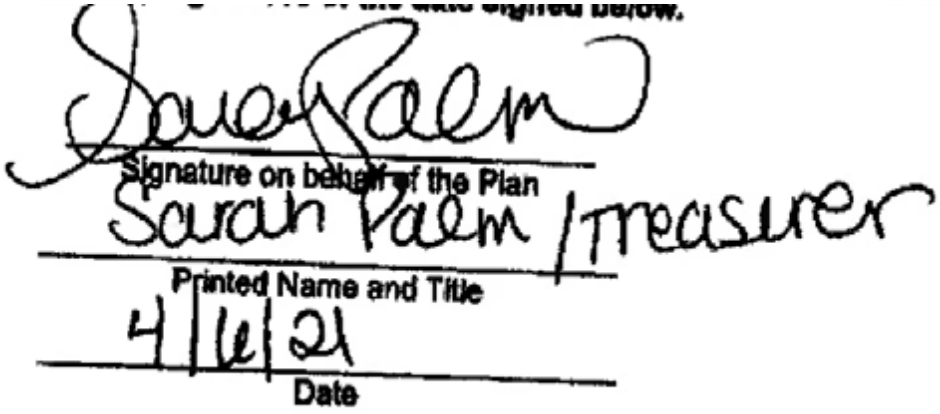
b). All references in the Plan to a "30-day supply" or "100 unit does, whichever is less" for Prescription Drugs are deleted. The Plan provides coverage for up to a 90-day supply of Prescription Drugs as shown in the Prescription Drug Schedule of Benefits.

c). The following Prescription Drug Exclusion and Limitation is deleted: "the charge for more than a 34-day supply of retail legend drugs;".

d). The following is added to the Prescription Drug Exclusions and Limitations: "the charge for more than a 90-day supply of Prescription Drugs;".

Portage Area Schools Consortium, Crestwood Local Schools – All Plans: Certified and Certified Administration and Classified and Classified Administration.

This Amendment terminates concurrently with the Plan to which it is attached. It is subject to all the definitions, limitations, exclusions, and conditions of the Plan except as stated. Portage Area Schools Consortium, Crestwood Local Schools adopts the terms and conditions set forth in this Amendment as of the Effective Date, regardless of the date signed below.



ATTACHMENT A (TO be included in Appendix L)

YOUR VSP VISION BENEFITS SUMMARY

CRESTWOOD LOCAL SCHOOLS and VSP provide you with an affordable vision plan
BENEFIT DESCRIPTION COPAY FREQUENCY

WELL VISION EXAM Focuses on your eyes and overall wellness $20 Every calendar year
PRESCRIPTION GLASSES $20 for frames and lenses
Every calendar year
Included in
Prescription Glasses
FRAME
$150 allowance for wide selection of frames
$170 allowance for featured frame brands
20% savings on the amount over your allowance
$80 Walmart/Sam's Club/Costco frame allowance
Every calendar year
Included in
Prescription
Glasses
LENSES Single vision, lined bifocal, and lined trifocal lenses
Impact-resistant lenses for dependent children
Every calendar year
$0
LENS ENHANCEMENTS
Standard progressive lenses
Premium progressive lenses $95 - $105
Custom progressive lenses $150 - $175
Average savings of 30% on other lens enhancements
CONTACTS (INSTEAD Up to $60 Every calendar year
OF GLASSES)
$150 allowance for contacts, copay does not apply
Contact lens exam (fitting and evaluation)
As needed
$0
PRIMARY EYECARE
Retinal screening for members with diabetes
Additional exam and services for members with diabetes $20 per exam
glaucoma, or age-related macular degeneration
Treatment and diagnosis of eye conditions, including pink eye,
vision loss, and cataracts available for all members.
Limitations and coordination with your medical coverage may
apply. Ask your VSP doctor for details.
Glasses and Sunglasses
EXTRA SAVINGS
Extra $20 to spend on featured frame brands. Go to vsp.com/offer for details.
20% savings on additional glasses and sunglasses, including lens enhancements, from any VPS provider within 12 months of your last WellVision Exam.
Routine Retinal Screening
No more than a $39 copay on routine retinal screening as an enhancement to a WellVision Exam
Laser Vision Correction
Average 15% off the regular price or 5% off the promotional price, discounts only available from contracted facilities.

***Only available to VSP members with applicable plan benefits. Frame brands and promotions are subject to change. Savings based on doctor's retail price and vary by plan and purchase selection; average savings determined after benefits are applied. Ask your VSP network doctor for more details.**
·2020 Vision Service Plan. All rights reserved.
VSP. VSP Vision Care for life, Eyeconic, and Well Vision Exams are registered trademarks. VSP Diabetic Eyecare Plus Program is a service of Vision Service Plan, Flexon and is a registered trademark of Marchon Eyewear, Inc. All other brands or marks are the property of their respective owners.

APPENDIX M

CRESTWOOD LOCAL SCHOOLS

PROFESSIONAL STAFF TUITION REIMBURSEMENT REQUEST FORM

Name_____ Building_____

Date of Request_____ Name of Course_____

Tuition Cost/Workshop Cost $_____University/Provider _____

Hours to be Taken (Semester)_____ (Quarter)_____

Date to be Taken_____

** If a bargaining unit member wishes to know if reimbursement will be paid, this request should be made prior to enrolling in the course.

Signature of Professional Staff Member_____

****

Principal's Approval_____

Superintendent's Approval_____

OFFICE OF THE TREASURER

COURSE COMPLETED

_____

TRANSCRIPT RECEIVED

_____

APPENDIX N

CONFERENCE REPORT FORM

New Teacher_____ District_____

Mentor_____

As part of the Entry Year Program, documentation is required for individual contacts made between the New Teacher and the Mentor. At the completion of each monthly conference, both the New Teacher and the Mentor are to sign indicating that a conference has taken place. After the last conference in May, this form will be given to the Superintendent.

SEPTEMBER – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

FEBRUARY – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

OCTOBER – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

MARCH – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

NOVEMBER– Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

APRIL – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

DECEMBER – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

MAY – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

JANUARY – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

OTHER CONTACT – Date _____

New Teacher's Signature

_____

Mentor's Signature

_____

APPENDIX O

Pregnancy/Post Pregnancy Leave

In general, the leave policy for pregnancy/post pregnancy recovery is as follows:

(All of this is contingent upon the birth date of your baby so it is difficult to determine exact dates until then.)

You are entitled to use sick leave (with full pay and benefits) for 30 work days after the birth of your baby, provided you have accumulated sick leave to accommodate this amount of time. If you do not have sufficient sick leave, you would receive what you have available.

The first day of leave begins when your physician indicates you need to quit working or on the day your baby is born (whichever is the earliest), and continues for each workday thereafter until he/she indicates you are able to return to work (again, provided you have enough sick leave accumulated).

Post pregnancy recovery is allowed for up to 30 work days after the birth date of your baby unless your doctor finds it medically necessary for you to remain off work for a longer time. School calendar "off days" do not count in this 30-day period. In other words, school vacation days (or calamity days) extend the leave time. (See CEA agreement for births during the summer months.)

After your authorized paid sick leave is used, you are then on unpaid leave (maternity leave) which requires you to submit a letter requesting unpaid maternity leave from the Board of Education. After submitting your letter of request, the Board will act upon your leave at its next regular meeting.

If you qualify for benefits under the Family and Medical Leave Act (having worked 1250 hours in the previous 12 months) after unpaid leave is approved, you are entitled to board-paid medical benefits while on unpaid leave to continue coverage without interruption for a total of 12 weeks. This memorandum will serve notice to you that any leave under the Family and Medical Leave Act will be concurrent with paid post-pregnancy recovery leave. After the 12 weeks of Family and Medical Leave, you may continue insurance coverage while on further unpaid leave by paying the monthly premiums. The treasurer's office will notify you of the amounts of the premiums and due dates for payment when your request for unpaid leave is approved.

APPENDIX P

Supplemental Contracts: Approximation of Time Expectations

Academic Year _____

Title/Position _____

Approximate range of calendar dates: From _____ to _____

Approximate number of days per week _____

Approximate number of hours per day on average _____

Approximate dates of performances, product delivery, service delivery

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Responsible Supervisor Initials _____ Date _____

Candidate/Coach/Advisor initials: _____ Date_____

cc: Bargaining Unit Member
Superintendent
CEA President

WITH THE COMPLIMENTS

OF THE

CRESTWOOD EDUCATION ASSOCIATION

OHIO EDUCATION ASSOCIATION
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