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MASTER AGREEMENT

between the

HARRISON HILLS CITY SCHOOL DISTRICT

and the

HARRISON HILLS TEACHERS' ASSOCIATION

July 1, 2024 through June 30, 2027

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ARTICLE I - RECOGNITION

The Harrison Hills City School District Board of Education, hereinafter "Employer" or "District," hereby recognizes the Harrison Hills Teachers' Association OEA/NEA – Local, hereinafter the "Association"/"Union," as the sole and exclusive bargaining representative, for the purpose of and defined in O.R.C. Chapter 4117, for all full-time and regular part-time personnel under written contract, on leave, or hourly employed by the District performing any work currently being performed by bargaining unit members or any similar work including classroom teachers (pre-school handicap – 12, special and vocational), guidance counselors, librarians, media and program specialists, department heads, visiting teachers, head teachers, speech therapists,* and tutors for which a teaching certificate/license is required. The Union recognizes that the Superintendent, Assistant Superintendent, Principals, Assistant Principals, Supervisors, Business Managers, Administrative Coordinators and Directors, Technology Coordinator, IT Technician, School Psychologist under administrative contract, Personnel related to new grants such as 21st Century and Safe Schools Healthy Students, Gifted Supervisor, Substitutes, School Nurses and non-certificated/licensed personnel shall be excluded from the bargaining unit. The Employer recognizes that Union representation will include any newly created positions, other than those listed above, unless employment into the position is governed by O.R.C. 3319.01, 3319.02, or 3319.03. Individuals hired by the District to fill any newly created paid position(s) whose duties involve the extensive counseling of students shall possess a school counselor's certificate/license as issued by the Ohio Department of Education and Workforce, Division of Teacher Education and Certification/Licensure.

*Notwithstanding the foregoing, the Board reserves the right to subcontract for any speech therapy services that the Board is unable to obtain through the direct employment of a speech therapist. Speech therapists under subcontract shall be excluded from the bargaining unit.

ARTICLE II – GRIEVANCE PROCEDURE

A. Rationale

The Board recognizes that, in the interest of effective personnel management, a procedure is necessary whereby the employees of said Board can be assured of a prompt, impartial, and fair hearing on their grievances. Good morale is maintained, as problems arise, by sincere efforts in an atmosphere of courtesy and cooperation. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may, from time to time, arise.

B. Definition of Terms

1. Grievance

A grievance is defined as a claim involving the alleged violation, misinterpretation, or misapplication of a written provision of the Master Agreement entered into between the Board and the Association or administrative rules and regulations.

2. Aggrieved Person

A grievant shall mean a member of the bargaining unit or the Association

3. Party in Interest

A "party in interest" is the employee or employees making the claim and any person who might be required to take action or against whom action might be taken in order to resolve the grievance.

4. Days

For the purpose of this Article, "days" shall mean all workdays, excluding days school is not in session due to Thanksgiving, Christmas, and Easter recesses, or other days during the school year when school is not in session. During the summer, "days" shall mean all days when the Board office is open for business. For purposes of counting days, the parties will begin counting the day after the event that requires action.

C. Procedures

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level shall be considered as maximum and every effort shall be made to expedite the process. The time limits specified may, however, be extended by mutual agreement. Absence of a party in interest will constitute just cause for an automatic five (5) day extension.

1. Informal Procedure

If an employee feels that he/she has a grievance, he/she may first discuss the matter with his/her principal in an effort to resolve the problem informally. The employee may (1) discuss the alleged grievance personally or (2) request that a representative of the Association accompany him/her and request that he/she act on the employee's behalf.

2. Formal Procedure

a. Level One – School Principal

(i) If the grievance is not resolved at the informal step, or if the grievant has not elected to utilize it, he/she may present his/her grievance formally in writing to his/her principal (See Appendix A-1). The written grievance shall contain a concise statement of the facts upon which the grievance is based and a reference to the specific

provision of the contract which is alleged to have been violated, misinterpreted, or misapplied.

(ii) The aggrieved person and the principal will hold a conference within five (5) days after receiving the grievance. The employee may (1) discuss the grievance personally or (2) request that a representative of the Association accompany him/her and request that he/she act on the employee's behalf.

(iii) The principal shall, within five (5) days after the hearing in 2.a.(ii) above, render a decision in writing. A copy of the decision shall be forwarded to the grievant, Grievance Chairperson, and Association President.

(iv) If an employee does not file a grievance in writing with his/her principal within twenty (20) days of an event or condition on which the grievance is based, then the grievance shall have been waived.

b. Level Two – Superintendent of Schools

(i) If a grievant is not satisfied with the decision concerning his/her grievance at Level One – School Principal, or if no decision has been rendered within five (5) days after the hearing at Level One, he/she may, within five (5) days, refer such grievance in writing to the Superintendent (See Appendix A-2). Attached to the referral statement shall be (1) the written grievance as presented to the principal and (2) a copy of the principal's written decision or a statement relative to the current status of the grievance.

(ii) The Superintendent shall meet with the aggrieved person within five (5) days after receiving the grievance. The aggrieved employee shall have the right to be represented at such hearing by the representative of the Association.

(iii) The Superintendent shall, within five (5) days from the hearing in b.(ii) above, render a decision in writing. A copy of the decision shall be forwarded to the grievant, Grievance Chairperson, and Association President.

(iv) If, within ten (10) days, the grievant has not been sent the Superintendent's written decision, the grievance will be considered resolved in the grievant's favor.

c. Level Three – Board of Education

(i) If the aggrieved person is not satisfied with the disposition at Level Two – Superintendent, the aggrieved person may refer such grievance in writing to the President of the Board and the Superintendent on the appropriate form found in Appendix A-3 of this agreement within five (5) days upon receipt of disposition.

(ii) Upon five (5) days advance notice, a hearing shall then be scheduled between the aggrieved person and the Board at the next regular monthly meeting of the Board. Notification of the date, time, and place of the hearing will be given, in writing, to the grievant, Association President, and the Grievance Chairperson.

(iii) If a request is made to extend the period of time to the following month's regular board meeting, both parties must mutually agree. The Association has the right to have a representative present. The disposition of the Board shall be completed within five (5) work days subsequent to the adjournment of the hearing. A copy of the decision shall be forwarded to the grievant, Association President, and the Grievance Chairperson.

(iv) If no decision is rendered within ten (10) work days, the grievance shall be considered resolved in the grievant's favor.

d. Level Four – Optional Mediation

(i) If the grievance is not resolved at Level Three, the Board and the Association may mutually agree to attempt to reach a resolution through mediation.

(ii) The Board and the Association shall jointly request the services of the Federal Mediation and Conciliation Service. The assigned mediator shall have the authority to call a meeting for the purpose of formulating a resolution of the grievance.

(iii) All timelines shall be held in abeyance until the mediation process is completed.

(iv) If an agreement is reached to resolve the grievance at the mediation level, the agreement will be reduced to writing by the parties and signed by a representative of the Association and the Board.

e. Level Five - Arbitration

(i) If the aggrieved person is not satisfied with the disposition in Level Three – Board of Education or Level Four – Optional Mediation, the Association may request that the issue be submitted to arbitration within ten (10) school days after the Level Three disposition or completion of optional mediation.

(ii) The arbitrator shall be chosen from a list of seven (7) names, all of whom shall be from Ohio, Pennsylvania, or West Virginia, furnished by the American Arbitration Association by their rules. Each party will have the ability to request a second list.

(iii) Final resolution shall be rendered within thirty (30) days of the hearing.

(iv) Each party to the arbitration proceedings shall pay its individual expenses incurred in the presentation of its case. Cost of the Arbitrator's services shall be paid by the Board and the Association, each paying an equal amount.

(v) The arbitration award shall be binding upon the parties, but no arbitrator shall have the authority to amend, add to, or modify the terms of the agreement. The arbitrator shall confine himself/herself to the precise issue(s) submitted for arbitration.

f. Rights

(i) No teacher shall be denied the right to representation by the Association in any of the levels listed above.

(ii) Copies of all written decisions of grievances shall be sent to the Association President, the aggrieved, and the Superintendent.

D. Miscellaneous

1. If the power to grant a remedy is beyond the building principal, the Association may submit such grievance directly to the Superintendent of Schools, and the processing of such grievance shall commence at Level Two. If the Superintendent determines that the grievance should have been filed with the building principal, the Superintendent has the right to require the grievant to refile the grievance with the building principal. The timelines set forth above restart if the grievance is refiled with the building principal. If a grievance affects a group of employees who are subordinates to the same Level One Supervisor, the processing of the grievance shall commence at Level One. In any event, the Association will act in behalf of the aggrieved persons.

2. Forms for processing grievances shall be made available through all administrative offices in each building, the central administration office, and designated officials of the Association, including Building Representatives, and members of the Association Grievance Committee. Bargaining unit members may also use the grievance forms located in Appendix A of this Agreement.

3. A grievance may be withdrawn at any level without prejudice or record and such withdrawal must be submitted in writing.

4. All sessions held in connection with the processing of grievances shall be closed sessions and no news releases shall be made concerning progress of the hearings.

5. The grievance procedure shall be available to all employees and no reprisals of any kind shall be taken against any employee initiating or participating in the proceedings relative to a grievance.

6. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

7. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be deemed to be acceptance of the decision rendered at that step and the aggrieved person forfeits his/her rights for further consideration on the specific grievance in question.

8. If an employee for whom a grievance is sustained shall have been found to have been improperly deprived of any compensation, its equivalent in money shall be paid to him/her.

9. No grievance will be settled without the involvement of the Association.

10. If an arbitration hearing should be held between the parties, the Association agrees to issue subpoenas for any and all bargaining unit witnesses appearing on its behalf. Should the Association fail to produce such subpoenas on or before the day of any arbitration hearing, the District shall have the right to request use of available personal leave or, if no such leave remains, be charged with payroll deduction for time spent away from the place of employment for required hearing appearances.

ARTICLE III – PROCEDURAL AGREEMENT

A. Guidelines

1. Negotiations between the parties for a successor agreement shall begin at least sixty (60) days prior to the expiration of the contract term. On or before ninety (90) days prior to the expiration of the contract term, a mutually convenient meeting date for the first negotiation session shall be arranged.

2. At the first bargaining session, the parties shall exchange their initial proposals. After the first meeting neither party shall be allowed to add new proposals without the consent of the other party.

3. Before each negotiation session officially adjourns, the agenda, time, and place for the next session shall be mutually agreed upon by the chief negotiators.

4. If negotiations are ever conducted during regular school hours, release time will be provided for the Association's Negotiating Team. Since the Association's observers will not be present for these negotiations, the Board will not have observers present.

5. Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party. Negotiation teams shall consist of no more than four (4) persons, not including an OEA representative and/or the Board's legal counsel. Each party will be limited to no more than two (2) observers.

6. The parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations. Each team will designate a spokesperson to be the chief negotiator for his/her respective side. Other members of either team may be called upon to speak by their respective spokesperson.

B. Scope of Negotiations

1. The scope of negotiations shall include all matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification, or deletion of any existing provisions of a collective bargaining agreement.

2. Unless otherwise agreed in this collective bargaining agreement, nothing in O.R.C. Chapter 4117 impairs the right and responsibility of each public employer to:

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

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

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

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

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

f. determine the adequacy of the work force;

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

h. effectively manage the work force;

i. take actions to carry out the mission of the public employer as a governmental unit.

3. The Board is not required to bargain on subjects reserved to the management and direction of the governmental unit except as affect wages, hours, terms and conditions of employment, and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement.

C. Exchange of Information

Upon reasonable advance request and at no cost, the Board will provide the Association with all available public information, in such form as it exists, related to subjects of negotiation, and the Association will provide the Board with all available non-confidential information, in such form as it exists, related to subjects of negotiation.

D. Caucus

Either party may request a caucus during a negotiations meeting. Said caucus shall not exceed thirty (30) minutes, unless extended time is mutually agreed upon.

E. Agreement

1. When tentative agreement is reached on all items subject to negotiations, the proposed agreement shall be reduced to writing and shall be first submitted to the Association for ratification and upon such ratification, submitted to the Board for its approval.

2. There shall be two signed copies of any final agreement; one copy shall be retained by the Board, and the other one by the Association.

F. Impasse

1. Thirty-five (35) days prior to the expiration of the current agreement, if the parties have items as yet unresolved, either party may request the services of the Federal Mediation and Conciliation Service. The assigned mediator shall have the authority to call meetings for the purpose of promoting an agreement between the parties.

2. In the event that agreement is not reached within ten (10) days of the expiration of the existing agreement, the H.H.T.A. shall have the right to proceed in accordance with O.R.C. 4117.14 (D) (2) and 4117.18 (C).

3. Both parties agree that for the duration of this agreement, the foregoing mediation procedure is exclusive and shall constitute the parties' "mutually agreed upon alternative dispute resolution procedure" under O.R.C. Chapter 4117.

G. Costs

Any costs and expenses which may be incurred in securing and using the services of the mediator, as described above, shall be shared equally by the parties.

H. In Term Negotiations

1. If an occasion arises during the course of this agreement that involves effects bargaining, the parties, upon mutual agreement, will meet and bargain the issue(s) in good faith. Effects bargaining covers those issues which involve wages, hours, and conditions of employment. Such bargaining will commence within fifteen (15) days of the request to hold in term negotiations for effects bargaining, and shall continue for no longer than thirty (30) days from the initial negotiations session, unless extended by mutual agreement.

2. If the parties reach an agreement, a Memorandum of Understanding will be written which both parties will sign.

3. If the parties are unable to resolve the issues, the Federal Mediation and Conciliation Services (FMCS) will be called in to mediate between the two parties. During the school day, one meeting will be held with the mediator. Each side will be limited to four members. Additional meetings with the mediator will be mutually agreed upon and will be held during the school day.

4. If the parties are unable to reach an agreement, it must become an issue for the next round of bargaining.

5. Notwithstanding the above language, the Board is not obligated to bargain over issues that are contrary to law or to minimum standards of the Ohio Department of Education and Workforce.

6. Any costs and expenses which may be incurred in securing and using the services of the mediator shall be shared equally by the parties.

I. Extension of Time Line

In the event that the Board and the Association fail to secure a successor agreement prior to the expiration date of this agreement, the parties may mutually agree, in writing, to extend this agreement for any period of time.

ARTICLE IV – COMPENSATION

A. Base Salary

2024-2025

Effective July 1, 2024, the base salary shall be increased by 5%. See Appendix B-1.

2025-2026

Effective July 1, 2025, the base salary shall be increased by 4%. See Appendix B-3.

2026-2027

Effective July 1, 2026, the base salary shall be increased by 4%. See Appendix B-5.

1. There shall be longevity steps on the District salary schedule at eighteen (18) years, twenty-three (23) years, twenty-seven (27), thirty (30), and thirty-two (32) years of experience.

   Longevity shall be defined for salary schedule placement purposes as:

   a. all years of service that the District lawfully granted an employee upon his/her initial placement on the salary schedule according to O.R.C. 3317.13 and O.R.C. 3317.14.

   b. and all years of service earned as a teacher in the District since initial placement on the salary schedule.

2. The parties further agree that a year of service shall consist of at least 120 days under a teacher's contract.

3. The Master's + 18 semester hour column is attained by completion of eighteen (18) hours of Post Master's Degree graduate work.

4. The Master's + 34 semester hour column is attained by completion of thirty-four (34) hours of post Master's Degree graduate work.

B. Supplemental Salary Schedule

1. The supplemental salaries shall be determined by multiplying the index numbers in the supplemental salary schedule by the regular salary schedules for steps 0 through 5. (See Appendix B-2)

2. The payment level for newly created supplemental positions will begin at the zero (0) pay step.

3. Compensation for supplemental salary work by bargaining unit members or non-bargaining unit members shall be paid the second pay in November, March, or June, depending on the supplemental work activity.

4. If a supplemental position of attendance officer is created and awarded to a bargaining unit member who is to perform duties beyond the normal work day, the position shall be bid.

C. Class Advisors

1. All class advisors will be responsible for meeting with class officers and class membership.

2. All class advisors will be responsible for planning and conducting one major fundraiser per year and sponsoring one school improvement project, which must be approved by the Principal and the Superintendent.

3. An effort will be made to provide the advisor with written approval or disapproval of the fundraiser or the school improvement project within fifteen (15) work days of the date the Principal signs the form.

D. Payroll Deductions

1. The Board shall provide the following payroll deductions to members of the bargaining unit.

   a. Employees' Credit Union.

   b. Tax Sheltered Annuity (TSA) [Any annuity company not currently in Harrison Hills must have a minimum of ten (10) enrollees to qualify for payroll deduction].

Changes to TSA contributions may only be done as follows:

(i) To increase contributions, a Maximum Exclusion Allowance Worksheet must be completed by the employee in order that calculations may be done to show that no over funding will occur as a result of the increase.

(ii) An employee, who is presently making contributions, may change companies by enrolling with an approved annuity company after completing a Maximum Exclusion Allowance Worksheet.

(iii) Maximum Exclusion Allowance Worksheets and resulting calculations must be completed and returned to the employee within two weeks (14 calendar days).

c. Professional Dues

(i) Request for professional dues deduction shall be made prior to the first pay in October of each school year and the final deduction must be made by the last pay in June of the same school year.

(ii) These deductions will commence with the first pay in October and continue in equal installments through the last pay in June of the same school year.

d. Political Deductions

e. Sick and Accident Insurance

f. Savings Bonds (There must be a minimum of ten (10) enrollees to qualify for payroll deduction).

E. STRS/SERS Pick Up

1. The Board herewith agrees with the Association to pick up (assume and pay) contributions to the State Teachers' Retirement System/School Employees' Retirement System upon behalf of the employees in the bargaining unit on the following terms and conditions:

a. The amount to be picked up and paid on behalf of each employee shall be one percent (1%) of the employee's compensation, including supplemental earnings without reduction or deduction from the employee's gross salary.

b. The percentage picked up shall apply uniformly to all members of the bargaining unit.

c. No employee covered by this provision shall have the option to elect a wage increase or other benefit in lieu of the employer pick-up.

d. The pick-up shall apply to all compensation, including supplemental earnings.

2. The Board shall shelter the remaining teacher paid retirement. This change in procedure will be of no cost to the Board and is only for the purpose of reducing current tax for members of the bargaining unit and will remain in effect so long as tax laws allow. Teachers are individually responsible for reviewing the relationship between this article and their other tax deferral arrangements, if any.

F. Salary Payments

1. The annual salary of each teacher shall be paid in twenty-six (26) installments.

2. Salary installments shall be paid at two week intervals in substantially equal amounts by direct deposit at a financial institution of the employee's choice. The direct deposit form can be found on the District's portal page or in the fiscal office.

3. Compensation for additional duties and/or curriculum based programs that are done outside the normal work day will receive remuneration on the pay following receipt of approved authorization of time and/or hours. Payment may not occur within the current pay period, but will be paid the following pay period.

4. If, during the school day, a teacher performs an additional duty or attends a curriculum based program for which there is a stipend, that teacher will receive payment as stated in paragraph 3 above.

5. It is the responsibility of the coordinator to submit necessary paperwork within one (1) week of completion of additional duties and/or curriculum based programs.

G. Travel Allowance

1. The Board shall reimburse professional staff members who use their personal automobiles for directed travel and travel to professional meetings for which leave has been granted at the current rate per mile allowed under I.R.S. Regulations applicable for the time period during which the mileage is incurred.

2. Bargaining unit members must submit completed travel expenses on current forms to the Superintendent or his/her designee by the seventh (7th) calendar day, following the month in which the travel occurred. Upon submission, the Superintendent and/or his/her designee will stamp the date received. All properly submitted forms will then be submitted to the Board at its next regular board meeting, following the month in which travel occurred, for payment to the bargaining unit member.

3. Payment for travel may be picked up at the Board Office the next school or business day following the regular scheduled board meeting or the payment will be sent with the next scheduled salary payment in a separate check from payroll.

H. Severance Pay

1. At the date of the retirement of an employee from the Harrison Hills City School District, the Board will convert to severance pay one-fourth (1/4) of the first one hundred fifty-five (155) days of his/her accumulated sick leave plus one-eighth (1/8) of his/her accumulated sick leave in excess of one hundred fifty-five (155) days up to a limit of three hundred forty (340) days.

2. The employee shall advise the Treasurer in writing accompanied by verification of receipt of his/her retirement system benefit check to initiate the issuance of severance pay.

3. If an eligible employee should die while actively employed by the District, the severance pay shall be paid as a death benefit to his/her beneficiary as designated by the group life insurance policy.

4. To be eligible for severance pay under this section, an employee must have a minimum of five (5) years of service in the District.

I. Tuition Reimbursement

1. Tuition shall be reimbursed at the rate of $300.00 per semester hour or $200.00 per quarter hour for undergraduate hours; or $350.00 per semester hour and $225.00 per quarter hour for graduate hours. Upon prior approval by the Superintendent, the teacher will be reimbursed for courses which relate to job responsibilities of affected teachers. Reimbursement shall be made on or about October 1 of each year.

2. Tuition reimbursement shall be provided as follows: A total of $32,500.00 each year will be set aside for bargaining unit members by the Board in its annual budget for tuition reimbursement. Such reimbursement monies shall be fairly distributed among those who apply.

a. Payment will be made upon evidence of completion with a grade of "C" or better for undergraduate courses.

b. Payment will be made upon evidence of completion with a grade of "B" or better for graduate courses.

c. All course work must be for undergraduate or graduate credit in the field of education. No undergraduate work will be considered for meeting the requirements of the MA+.

d. Employees shall be reimbursed at a rate not to exceed the actual registration cost for each/any course hour successfully completed.

e. Reimbursement for courses taken during the school year shall not be provided under this policy if the teacher does not return to the District for the subsequent school year.

f. If not a five-year professional licensed teacher, the employee will not be considered for tuition reimbursement prior to May 1 of his/her initial contract year.

g. The Association shall be provided a tuition reimbursement report on or about October 1 of each year that includes:

(i) bargaining unit members' names,

(ii) types of hours (semester or quarter) taken per individual,

(iii) number of hours taken per individual,

(iv) total amount reimbursed per individual.

h. Tuition will be reimbursed for no more than fifteen (15) semester hours or twenty-one (21) quarter hours.

J. Salary Adjustment

1. When a teacher completes additional training which would qualify the teacher for a higher salary classification, the salary of the teacher will be adjusted the pay period following a written request for readjustment from the teacher to the Treasurer and presentation of a certified transcript or letter of credit from a college or university registrar.

2. The teacher may request a dated initialed copy of said request indicating the date the Treasurer received it. Such request will be made in writing either in the initial letter requesting readjustments or by separate letter.

K. Home Instruction - Tutoring Pay

1. The pay for home instruction (tutoring) provided by a bargaining unit member shall be $28.00 per hour or any part thereof plus mileage at the current IRS rate from and back to the teacher's building of assignment.

2. Such instruction will be provided beyond the work day (defined in Article VIII., Section F) when provided by a bargaining unit member.

L. Student Teacher Supervisors

No college or university shall provide compensation directly to District employees for serving as supervisors for student teachers. Should a college or university provide payment to the District in return for allowing college or university students to student teach or do field experience in the District, the District shall do the following:

1. The District shall retain control and independent determination over the use of any payment received from a college or university in return for allowing student teachers to participate in the District's student teacher program.

2. In recognition of the fact that services rendered by a supervising teacher to a student teacher are not a part of the supervising teacher's regular duties, the District will pay the supervising teacher a stipend equal to the amount of money available from the payment received from the college or university less the District's established administrative fee of $1.00.

M. Background Checks

BCI/FBI background checks required by the Board or by law will be made available by the Board at no cost to the teacher. If a bargaining unit member must go outside of the District to complete the BCI/FBI background check and receives prior approval, the District will reimburse the bargaining unit member the cost of the BCI/FBI background check upon proof of cost of the background check being submitted to the Treasurer's office.

ARTICLE V – INSURANCE

A. Hospitalization/ Major Medical Insurance

1. The Board shall purchase basic hospital/major medical insurance coverage as set forth in Appendix L for each certificated/licensed employee. Each bargaining unit member hired prior to July 1, 2012 will pay $23.50 for single coverage and $49.00 for family coverage per month. Each employee hired on or after July 1, 2012, will pay five percent (5%) of the premium up to a maximum of $120.00 per month for a family plan and $50.00 per month for a single plan for hospitalization and major medical insurance. The medical plan will include participation in a PPO with steerage.

B. Life Insurance

The Board will purchase a thirty-five thousand dollar ($35,000) Term Life Policy, including AD & D, per employee.

C. Health

Physical examinations or health tests required by the Board or by law will be made available by the Board at no cost to the teacher.

D. Insurance Provisions

The Association will receive, at its cost, one copy of the District's health care and major medical policy. All bargaining unit members will receive a copy of the complete plan description for each of the insurances offered.

E. Dental Insurance

The Board shall purchase from an insurance carrier licensed by the State of Ohio dental insurance for each teacher and for his/her family, if the teacher so elects, with benefits, limitations, and specifications equal to or exceeding the level stated below:

Calendar Year Deductible

Type I Services	None
Type II, III & Orthodontic Services Combined	$25 per person $50 per family

Benefit Percentages

Type I Services	100% of reasonable charge
Type II Services	80% of reasonable charge
Type III Services	60% of reasonable charge
Orthodontic Services Combined	60% of reasonable charge

Maximum Benefit Payable Per Calendar Year

Type I, II, & III Services Combined	$2,500 per person

Maximum Lifetime Benefit

Orthodontic Service	$850 per person

Employees should consult the plan booklet for an explanation of Type I, II, III and IV benefits.

F. Vision Care

The Board shall contribute ninety dollars ($90.00) per fiscal year per employee to secure a vision care plan.

G. Waiver of Insurance

1. Bargaining unit members may elect not to be covered under the Hospitalization/Major Medical Insurance Plan. In consideration of their waiver of the insurance coverage, they shall receive a $1,500.00 bonus subject to the following provisions:

   a. The employee must waive his/her right to coverage in writing to the Treasurer by August 31 of each year.

   b. Coverage must be waived for the period September 1 through August 31 of each year.

   c. Spouses employed by the District are not eligible for this benefit.

2. Bargaining unit members who have participated in this waiver for at least one year may re-apply for insurance coverage subject to the approval of the District's insurance coverage.

H. Section 125 Plan

The Board shall establish a Section 125 Premium Only Plan, which shall include the insurance waivers set forth in Section G of this Article. There shall be a Flexible Spending

Account (FSA) option to the Section 125 Plan in accordance with federal law. Costs incurred in the administration of the FSA shall be deducted from any balance left in the individual FSAs at the end of the year. The Board will pay any remaining costs of administration. Bargaining unit members may participate in the FSA on a voluntary basis and shall be responsible for all contributions to the FSA. Bargaining unit members who annually authorize the deduction shall make their contributions to the FSA through a pre-tax payroll deduction in accordance with IRS regulations.

I. Insurance Committee

The Harrison Hills Teachers' Association, the District's administration, and any other bargaining units in the District shall have an equal number of representatives on any insurance committee. Said committee will be created for the purpose of reviewing the District's current insurance program, exploring other alternative and cost-containment measures, and educating bargaining unit members about usage. The members of the committee will be trained in Committee Effectiveness for Health Care provided by the Federal Mediation and Conciliation Service. Prior to the implementation of any recommendations made by the committee, they must be approved by a vote of the membership of the Harrison Hills Teachers' Association and by a vote of the membership of any other bargaining units in the District.

ARTICLE VI – LEAVES

A. Leave Incentive

1. Any employee who has not had more than one (1) absence due to the use of sick leave, personal leave, or deduct in pay at the conclusion of each semester will be granted a leave incentive stipend as indicated in the following schedule:

   1st Semester - Three Hundred Dollars ($300.00)
   2nd Semester - Three Hundred Dollars ($300.00)

2. Any employee who has had an absence of two (2) days or less for the same reasons stated above, at the conclusion of the school year will be granted a leave incentive stipend of Four Hundred Dollars ($400.00).

3. Payment for incentive earned will be made in the second pay following each semester.

4. Incentive payments will be made by separate checks. A bargaining unit member may request in writing to the Treasurer that the first incentive stipends be held until the June incentive pay date.

B. Sick Leave

1. Each full time employee shall be entitled to fifteen (15) days sick leave with pay, for each year under contract, which shall be credited at the rate of one and one-fourth (1-1/4) days per month.

2. Employees, upon approval of the Superintendent or his/her designated representative, may use sick leave for absence due to personal illness, pregnancy, injury, exposure to contagious disease which could be communicated to others, and for absence due to illness, injury, pregnancy, or death in the employee's immediate family. The immediate family is interpreted to mean parent (including step-parent), child (including step-child, foster child, guardianship), spouse, all other persons who have assumed a similar legal relationship to the bargaining unit member and residing at the same household for at least two (2) years (proof to be determined by post office, or voter registration, or school records), sister, brother, step-brother, step-sister, grandparent, grandchild, aunt, uncle, niece, nephew, or in-law. One (1) bereavement leave day, not to be charged against sick leave, will be available in the event of a death of an employee's spouse, child, parent, grandparent, mother-in-law, and father-in-law.

3. Any employee shall furnish a written, signed statement on the appropriate form online to justify the use of sick leave. Falsification of a statement is grounds for suspension or termination of employment.

4. Part-time employees shall be entitled to sick leave for the time actually worked at the same rate as that granted full-time employees.

5. Personal leave may not be charged to sick leave.

6. The basis for computing a day's pay shall be the employee's annual salary divided by the number of his/her work days in the year.

7. Any new employee, upon reporting for work the first day of the school year, shall be entitled to five (5) days sick leave credit. The credit is deemed insurance, and represents the amount of credit to be earned by the employee through the month of December.

8. All sick leave work days shall be cumulative, and any or all unused portions of the monthly allowance shall be credited to the employee's sick leave total.

9. For an employee who has built up a cumulative sick leave allowance, benefits commence on the date of the beginning of school.

10. Each employee possessing cumulative leave shall be entitled to consume any or all unused portions of such allowance for the preceding years which, together with the allowance for the current year, shall not exceed three hundred forty (340) days.

11. No teacher's pay will be reduced (docked) until credited sick leave is used up.

12. If any teacher is absent for five (5) or more days in any two (2) month period, the Board may request a doctor's verification for such illness.

13. When an extended medical leave of absence is used by a bargaining unit member, a written statement by his/her physician shall be necessary before returning to work that indicates that said individual is again physically and mentally capable of performing his/her assigned duties for the position held, as requested by the Superintendent.

14. No bargaining unit member will be deprived of any rights, due process, or contractual privileges inherent in state and federal law or this contract, as a result of a chronic communicable disease. Enforcement of these rights may utilize any and all legal or contractual remedies.

C. Personal Leave

1. Each employee is entitled to a maximum of three (3) days of non-accumulative personal leave per school year. Written notice of personal leave must be filed with the Building Principal at least one (1) week in advance of the day requested online, except in the event of an emergency.

2. Personal leave will be granted on the day immediately preceding or immediately following a holiday or vacation period if no more than ten (10) members of the bargaining unit are out District wide for personal leave on such a day. Four weeks advance notice must be given for such requests. Requests will be approved on a "first approved basis"; however, if bargaining unit members complete an application on the same day and the request is for the same day the member who is more senior will be approved for the personal day.

3. In case of an emergency, the Building Principal should be notified.

4. Unused personal leave, up to four (4) days, shall be converted to accumulative sick leave after June 30 of each year. Such leave shall accumulate up to the maximum aggregate of sick leave as provided in Article VI, Section B of this agreement.

5. Upon employment or termination during a contract year, personal leave will be pro-rated.

D. Maternity/Child Rearing Leave

1. Maternity

a. A maternity leave is absence from school due to pregnancy or recovery there from. A teacher may use sick leave from the time her doctor states she is no longer able to work until the doctor releases her or she takes unpaid leave.

b. A teacher taking maternity leave will be returned to her position.

2. Child Rearing Leave

a. Child rearing leave is absence from school, without pay, for the purpose of rearing a child. Such leave is available to the natural or adoptive parent.

b. A teacher who desires a child rearing leave shall notify the Superintendent at least thirty (30) days in advance of the intended commencement of said leave. This notification shall be in writing and shall indicate the actual date for commencement of the leave.

c. All child rearing leave may be for a period of up to one (1) school year or a fraction thereof.

d. Teachers who have requested and been granted child rearing leave, for less than the entire school year, shall notify the Superintendent of their intention to return to work not later than ten (10) working days prior to the intended date of return.

e. Employees who have requested and been granted child rearing leave for the entire school year or that portion of the school year including the fourth marking period shall notify the Superintendent of their intention to return for the succeeding school year not later than April 10. Said employee, as per O.R.C., may tender a resignation by July 10 without concurrence of the Board.

f. A teacher on child rearing leave for up to one (1) year shall resume teaching in the same position held prior to the leave.

E. Professional Leave

1. Each year the Board shall set aside an amount in its annual budget of Twenty Thousand Dollars ($20,000.00) for certain expenses connected with attendance at professional meetings or conferences.

a. A request will be completed by the attendee for each professional meeting or conference attended online. The request will serve as an evaluation of the content, presenters, and topics covered and an opinion as to the suitability of this presentation for local in-service. The attendee, when asked by the Principal, shall provide a verbal report of the professional

meeting for which a fee was paid or reimbursement was requested. This presentation will be to members of the attendee's department, grade level, or building.

2. Visits to other schools or institutions must be relevant to the staff member's subject area and assignment. Visits and observations within one's own building must be based upon approved rationale. Teachers are encouraged to attend curriculum oriented conferences and workshops related to their instructional responsibilities.

3. It shall be the policy of the Board to provide a fair distribution of the budgeted funds among bargaining unit members and that such funds will be split equally between first and second semesters. Unused professional leave funds from the first semester shall be carried over to the second semester to be added to the amount available for professional leave reimbursement. Monies remaining at the close of the second semester will not be carried over to the next fiscal year.

   a. Attendance at the same professional meeting/workshop shall be limited to not more than four (4) members of the District's total bargaining unit.

   b. Consideration will be given to those who did not attend the same meeting the previous year.

   c. If limitations of the number of applicants are necessary, approval will be made as to the first applicant from different buildings.

   d. Notification of approval will be returned to the applicant within one (1) week of receipt of the professional leave request in the Superintendent's Office.

4. Notice will be given in the Pay Day News when funds for professional leave expense reimbursement have been depleted. If cancellation(s) of professional meetings occur and money that was encumbered becomes available, requests for reimbursement shall be approved in the order in which they were received, provided the conference is still available.

5. The guidelines for granting of professional leave shall be as follows:

   a. Professional leave may be requested in conjunction with the staff member's current assignment (regular or supplemental) online.

   b. A flier or announcement of the meeting should accompany the request for leave.

   c. A professional leave request must be submitted two weeks in advance of the meeting and be accompanied by a statement of expenses to be reimbursed.

d. The Superintendent's approval is required in all cases.

e. Once approval to attend the meeting has been received by the applicant, the applicant is responsible for registering for the meeting.

6. Expenses and reimbursement shall be as follows:

a. The registration fee for an approved meeting, conference, or workshop will be paid directly by the Board when properly submitted.

b. Reimbursement for mileage at the approved rate will be made to the driver when his/her vehicle is used. Travel by public transportation will be reimbursed for round trip fare. All parking expenses shall be reimbursed, except for valet parking expenses. Valet parking will be allowed for disabled staff attending a professional meeting. When two or more staff members attend the same meeting, they are encouraged to share such costs as are possible (i.e. travel, lodging). All reimbursement for travel will be paid in a separate check.

c. Lodging expenses will be reimbursed at the rate of One Hundred Thirty Dollars ($130.00) per night, excluding tax, fees, and personal expenses not directly related to the meeting. Common sense must prevail in selection of accommodations.

d. A food allowance will be made, with receipts, for reimbursement of meal expenses at the rate of a maximum of Forty Dollars ($40.00) for an approved all day conference. The maximum allowance for food during a one half (1/2) day conference will be Twenty Dollars ($20.00) reimbursement with receipt. The cost of a meal(s), when included in conference registration, will be applied to the schedule for reimbursement allowance.

e. All reimbursement for expenses will be paid in a separate check from payroll.

f. An employee granted professional leave based upon his/her supplemental assignment will not be reimbursed by the Board for expenses incurred on such leave.

7. Bargaining unit members who are requested by the administration to attend specific meetings as representatives of the District and/or while supervising the District's students as participants in a Board approved activity will not be charged with the use of professional leave for such absence. Approved absence for such circumstances shall be termed "Superintendent's Assignment" and is permissible under O.R.C. 3319.01.

8. Upon receipt of the Association President by January 30, for the first semester and August 1, for the second semester, the Treasurer will provide such information related to the expenditure of professional leave funds for bargaining unit members.

9. When schools are closed due to inclement weather, attendance at professional meetings shall be at the discretion of the bargaining unit member.

F. Assault Leave

1. A doctor must certify that assault leave is necessary for an absence longer than two (2) days.

2. A teacher who is absent due to disability resulting from an assault on the teacher which occurs in the normal course of Board employment shall be entitled to assault leave in accordance with O.R.C. 3319.143. (Submit on Frontline under Other)

3. The leave will be granted only for the period of disability and while on assault leave the teacher will receive full pay, less any Workers' Compensation he/she receives, and fringe benefits as though he/she were actively employed.

4. This policy does not apply to assaults between employees if the employee claiming assault is found to be responsible (either by eye witnesses or by a court of law) for the assault.

5. The administration will cooperate in prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

G. Professional Leave of Absence

1. When requesting a professional leave, a plan for professional growth shall be filed in writing no later than May 11 of the school year preceding the year in which the leave is requested.

2. Upon the written request of a member of the bargaining unit, the Board may grant a leave of absence for a period of one (1) school year for professional purposes. Under special circumstances, leave may be extended for one (1) year.

3. Such leave is without pay and fringe benefits would be available under the COBRA provisions.

4 A bargaining unit member returning from a leave of absence shall return to the same position held prior to taking the leave unless the position no longer exists due to a RIF.

5. The position must be posted for the following school year only if the teacher requests such leave by April 1.

6. Seniority will not be interrupted nor will it accumulate during the unpaid leave.

7. At the conclusion of the leave, the teacher must provide evidence that the plan for professional growth was followed, unless extenuating circumstances exist.

8. Bargaining unit members are prohibited from pursuing other education-related employment while on a leave of absence.

H. Court Duty Leave

A member of the bargaining unit summoned for jury duty or subpoenaed as a witness for school related business shall be granted court leave by submitting on Frontline under Jury Duty. He/She shall be paid the difference between his/her regular salary and the remuneration he/she receives as a juror or as a witness.

I. Failure to Report

1. Failure to report for work following the expiration of Professional Leave, Child Rearing Leave, or Maternity Leave (extended leaves) without notifying the Superintendent or his/her designee of the need and reason for additional absence shall be considered by the Board as termination of contract by the employee.

2. The parties recognize that "emergency necessitated absence" does occur, and thus, a grace period of 72 hours will be allowed before failure to notify becomes effective in the circumstances referred to in paragraph 1 of this section.

J. Cancellation of Leave

1. If the District is closed for the entire day due to inclement weather or a calamity on a day during which a bargaining unit member is on leave (sick, personal, court, assault, association, or professional) or a deduct in pay, the staff member shall not have the day(s) charged for sick leave.

2. If the District is closed before noon due to inclement weather or calamity, the bargaining unit member scheduled to be absent due to approved leave, as above, or deduct in pay, will not be charged that half (1/2) day for such leave of absence.

3. The bargaining unit member shall be responsible for completion and submission of a leave cancellation request on Frontline notifying the Treasurer of the cancellation.

4. In case of professional leave when the meeting, conference, etc., is held in spite of school closing and the individual participates with expectation of reimbursement, the day or partial day of leave shall be charged.

5. When schools are closed due to inclement weather, bargaining unit members are not required to use approved leaves.

K. Family and Medical Leave

1. All bargaining unit members shall enjoy the benefits of this Agreement and the Family and Medical Leave Act of 1993 (FMLA). The Board agrees to provide leave in accordance with the final rules promulgated under this law.

2. A year shall be defined as the twelve (12) month period of time from the beginning of the last usage under FMLA by the employee.

3. All FMLA leave shall run concurrently with any leave available to the employee.

L. Unpaid Personal Leave

1. This type of leave of absence may be for oneself or another person. Upon the written request of a member of the bargaining unit, the Board may grant a leave of absence for a period of one (1) year for personal purposes. A bargaining unit member returning from a leave of absence shall return to the same position held prior to taking the leave unless that position no longer exists due to a RIF. The position must be posted for the following school year only if the teacher requests such leave by April 1. Upon request, leave may be extended for one (1) year in which case the position would be posted as vacant, and the bargaining unit member returning from the leave would not be entitled to the same position.

2. Such leave is without pay, and fringe benefits would be available under the COBRA provisions.

3. Seniority will not be interrupted nor will it accumulate during the unpaid leave.

4. Bargaining unit members are prohibited from pursuing other education-related employment while on leave of absence.

M. Military Leave

The Board shall provide military leave of absence to a teacher in accordance with O.R.C. 3319.14.

N. Special Education/Gifted Leave

Special education teachers and gifted teachers may be granted up to three (3) days of professional leave upon the approval of the Special Programs Coordinator, during the school year for the purpose of Individual Education Program (IEP)/WEP preparation and conferences. Said teachers will report to the building designated for these purposes by the Special Programs Coordinator. During such leave, special education and gifted teachers will be relieved from classroom duties.

O. Dock Day

A dock (deduct in pay) will not be accepted as a bridge between a holiday/holiday period and the use of approved personal leave unless approved by the Superintendent. All deduct days must be approved in advance by the Superintendent. Any employee wishing to request a dock (deduct in pay) day(s) must provide physician signed documentation specifying the need for such request for superintendent consideration.

When an employee is off work due to a dock day and fails to provide such documentation, the employee will be responsible for a prorated amount of the Board's share for medical insurance premium for such employee based upon the number of work days in that month. For example, if the month wherein the dock days occurred had twenty (20) work days and the employee had two (2) dock days, ten percent (10%) (2/20) x employers share of the medical insurance premium for such employee shall be deducted from the employee's pay.

ARTICLE VII – JOB SECURITY

A. Non-Renewal of Limited Contracts

The below stated procedures relative to non-renewal of limited contracts shall prevail:

1. The Superintendent shall, on or before the first of June, deliver or cause to be delivered to the teacher a written notification that the intent of the Superintendent is to recommend to the Board that the teacher will not be reemployed at the termination date of the limited contract. Reasons for the decision to non-renew need not be stated in the letter, but if the decision is related to the performance of a teacher, the decision must be supportable by evidence contained in the teacher's evaluation file. The evaluation file shall be open for the inspection of the teacher and/or his/her designated representative at all times.

2. The reasons for a decision leading to a recommendation not to re-employ a nontenure teacher shall be made available in writing to the affected teacher, at his/her option.

3. In the event that the teacher desires a hearing before the Board, the teacher shall deliver or cause to be delivered the original copy of the request to the President of the Board and copies to the Treasurer and the Superintendent.

4. The Board shall honor a request for the specified hearing. A hearing date shall be scheduled within ten (10) days after the receipt of the request. The Board shall notify the teacher in writing of the date, time, and place.

5. The hearing shall be of a private nature and shall be conducted in executive session of the Board.

6. The teacher shall have the right to be accompanied at the hearing and to be represented by a person of his/her choosing.

7. If the Board overrules the recommendation of the Superintendent for renewal, written reasons must be given for non-renewal by the Board.

8. Any decision for non-renewal must be based on reasonable grounds and be based on a fair and honest cause, regulated by good faith.

9. Items 7 and 8 are only in effect after a teacher has been employed by the District for a period of three years.

B. Just Cause and Progressive Discipline

1. No member of the bargaining unit shall be disciplined, suspended, or non- renewed without just cause. However, for non-renewal purposes only, just cause shall be afforded to bargaining unit members who are employed in the district for three (3) years or more as provided in Article VII, Section A. 7, 8, and 9.

2. Discipline shall be applied in a progressive manner under the following schedule with consideration given to the type of offense, nature, and severity of the violation and the employee's previous discipline record. A union representative may be requested by a member to attend any meeting in which discipline may be administered. All discipline shall be given in a face-to-face meeting.

    a. Verbal warning
    b. Written reprimand
    c. One-day suspension
    d. Three to five-day suspension
    e. Ten to fifteen-day suspension
    f. Termination

3. The termination of a teacher's contract will be according to O.R.C. 3319.16 and 3319.161.

C. Individual Contracts and Assignment Letters

1. Individual Contracts

a. All teachers employed by the Board shall be issued written contracts in accordance with the O.R.C. Such contracts shall include the following information:

(i) Annual compensation to be paid for the first year of the contract.

(ii) Basis of determining compensation (i.e. amount of training and years of experience credited to the teacher).

(iii) Type of contract, limited or continuing. If limited, the number of years the contract is to be in effect.

2. Individual Assignment Letters

a. Each teacher employed by the Board will be issued a personnel assignment letter by August 8 of each year. The letter will contain the following information related to the teacher for the following school year:

(i) Building assignment;

(ii) Grade level assignment (elementary PK-2) or specific subject assignments; and

(iii) A copy of the school calendar adopted by the Board.

b. Bargaining unit members who receive a new assignment after this date shall be issued a new personnel assignment letter within five (5) days of the confirmation of assignment by the Board.

c. No bargaining unit member shall be moved from his/her specific assignment after August 8 except either to fill a vacancy or to be involuntarily transferred as a result of being displaced by a more senior bargaining unit member whose position has been eliminated.

3. Sequence of Limited Contracts

a. Limited contracts issued after the effective date of this agreement to all members of the bargaining unit who do not qualify for a continuing contract shall have the following duration:

First Contract	1 year
Second Contract	1 year
Third Contract	1 year
Fourth Contract	2 years
Fifth Contract and thereafter	3 years

b. Staff members whose limited contracts are to be considered for renewal, who were absent for more than sixty (60) days in that year, and who could not be properly evaluated, shall have their limited contract extended for a year before their initial multi-year contract is considered.

c. Teachers eligible for continuing service status shall be those teachers qualified as described in division (D) of section 3319.08 of the Revised Code which currently reads:

Teachers eligible for continuing contract status, who were initially issued a teachers' certificate or educators license prior to January 1, 2011, shall be those teachers who, having attained continuing contract status elsewhere and have served two (2) years in this District; and those teachers who have taught three (3) of the last five (5) years in the District and meet the following requirements:

(i) Hold a professional, permanent, or life teacher's certificate.

(ii) Hold a professional educator license and have completed the applicable one of the following:

(a) If the teacher did not hold a Master's Degree at the time of initially receiving a teacher's certificate under former law or an educator license, thirty (30) 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 of license, as specified in rules adopted by the State Board of Education.

(b) If the teacher held a Master's Degree at the time of initially receiving a teacher's certificate under former law or an educator license, six (6) 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 adopted by the State Board of Education.

d. Teachers eligible for continuing contract status, who were initially issued a teachers' certificate or educators license after January 1, 2011, must meet all the above requirements, in addition to, holding an educator's license for at least seven (7) years.

e. If a teacher in a multi-year contract becomes eligible for a continuing contract upon meeting the requirements of O.R.C. 3319.11, the teacher must notify the Superintendent of their eligibility on or before April 1 before the teacher will be considered for a continuing contract. If the teacher notifies the Superintendent by April 1 that they are eligible for a continuing contract, the teacher will be granted a continuing contract unless the Superintendent notifies the teacher in writing prior to June 1 as set forth in O.R.C. 3319.11.

f. Continuing contract status will be afforded to a bargaining unit member on the date the Board approves the Superintendent's recommendation.

ARTICLE VIII – TERMS AND CONDITIONS OF EMPLOYMENT

A. Professional Personnel Record File

1. Any teacher shall have the opportunity to read any material which may be considered critical of his/her conduct, service character, or personality before it is placed in his/her personnel file. A teacher shall acknowledge that he/she has read the material by affixing his/her signature to the copy to be filed. His/her signature shall not indicate agreement with the content of the material, but indicates only the material has been inspected by the teacher. He/she shall also have the opportunity to reply to such critical material in a written statement to be attached to the file copy.

2. Teachers shall be informed of any complaint by a parent and/or student which is directed toward them which will become a matter of record. Teachers may be requested by the Principal to address parental concerns in conferences by attempting to reach satisfactory solutions to such expressed concerns.

3. Anonymous letters or materials shall not be placed in the teacher's file nor shall they be made a matter of record unless investigation and conviction, or retention is required by law. Each teacher shall have the right, upon request, to review the contents of his/her personnel file. A representative of the Association may, at the teacher's request, accompany the said member in such a review. Inspections must take place Monday through Friday, excluding holidays, at the office of the Treasurer at times arranged by the teacher.

4. Materials will be removed from a teacher's file when it is determined to be inaccurate or incomplete by the grievance procedure. A teacher shall be entitled to a copy at his/her expense of any material in his/her file.

5. All evaluations/observations shall be kept in the teacher's file.

6. Records of oral and written reprimands shall be removed from the personnel file five (5) years after the effective date of the reprimand providing there are no intervening disciplinary actions during the five (5) year period. If a written reprimand, suspension, or dismissal of a teacher is rendered invalid, all documents relating thereto will be removed from the teacher's personnel file.

B. Teacher Evaluation

1. Introduction

The OTES Teacher Evaluation is governed by Board Policy, which is the Standards Based Teacher Evaluation Policy adopted pursuant to Ohio Revised Code 319.111 and 3319.112, as amended by SB 216, and only applies to those teachers identified in that policy. The Board policy set forth herein after in contract form and shall be implemented as set forth therein and included in the collective bargaining agreement with the Harrison Hills Teachers' Association.

The policy has been developed in consultation with teachers employed by the Board and given the dynamic nature of the mandated teacher evaluation process, the Board authorizes the Superintendent to establish and maintain an ongoing Joint Evaluation Development Committee, with continuing participation by District teachers represented by the Harrison Hills Teachers' Association and for the express purpose of recommendation of necessary changes to the Board for the appropriate revision of this policy.

2. Teaching Employees Covered by this Policy

a. This policy applies to any person employed under a teacher's license or a professional teacher's certificate in accordance with law and who spends at least fifty percent (50%) of his or her time providing student instruction.

b. Principals and Assistant Principals shall be evaluated in accordance with the principal evaluation policy adopted by the Board in accordance with O.R.C. §3319.02.

c. This policy does not apply to the Superintendent, Assistant Superintendent(s), Business Manager, Treasurer, or "other administrator" as defined by O.R.C. §3319.02. This policy also does not apply to substitute teachers.

3. Credential Evaluators

The Board will adopt a list of approved credentialed evaluators. Each teacher evaluation conducted under this policy shall be conducted by a person: 1) who is eligible to be an evaluator in accordance with O.R.C. §3319.11 l(D); and 2) who holds a credential established by the Ohio Department of Education and Workforce (DEW) for being an evaluator. Every evaluator must complete state-sponsored evaluation training and is required to pass an online credentialing assessment.

Not later than September 30 of each year, teachers will be notified of the name and position of their credentialed evaluator. The pre-school credentialed evaluator will evaluate all pre-school units Districtwide. In the event that a District Administrator on the approved credentialed evaluator list is absent thirty (30) or more consecutive days, then the District can utilize the Superintendent or Assistant Superintendent to evaluate.

A teacher new to a position after the beginning of the work year shall be notified by the evaluator of the evaluation procedures in effect. Such written notification shall be within (thirty) 30 days of the first day in a new assignment.

a. The credentialed evaluator will provide a written overview of O.T.E.S.

b. The evaluator shall not be a bargaining unit member. The administrator must be employed under a full-time contract by the District.

c. The evaluator will observe or visit classrooms for the purpose of evaluating job performance and utilization of data collected to support evaluation judgment.

d. In assessing a teacher's performance, evaluators will not make judgments, or otherwise discriminate, on the basis of a teacher's age, length of service, gender identification, race, ethnicity, national origin, religion, sexual marital status, military status, disability, union membership, or union activism.

e. No teacher shall be evaluated on his/her work performance except after fair and reasonable observations of the work performance of the teacher.

f. A teacher shall be evaluated on criteria set forth in the Teacher Performance Evaluation Rubric Form. (Appendix D-2)

g. Uniform evaluation forms shall be used for the purpose of making written evaluations of the certificated/licensed staff members, and will not be changed during the life of the Master Agreement unless mutually agreed upon by the Board and the Association.

h. No untimely or undocumented information shall become part of a teacher's performance evaluation report. All results and conclusions of the performance evaluation report shall be documented and supported by evidence.

i. In implementing performance evaluations, the District shall conduct all assessments so as to observe the legal and constitutional rights of teachers.

4. Evaluation Timeline and Requirement

a. All Teachers

(i) District administrators shall conduct an evaluation of each teacher subject to this policy at least annually. Review of the evaluation timeline and requirements will be conducted by a building administrator prior to September 30 of each year. Each full evaluation cycle shall include: 1) two (2) cycles of formal observations of at least thirty (30) minutes each; and 2) periodic classroom walkthroughs by the evaluator. All teacher evaluations shall be completed by the first day of May, and each teacher subject to this policy shall be provided with an electronic copy of the evaluation results, including the assigned evaluation rating, (Appendix D-9 an) scripting evidence as entered on the rubric, and the rubric (Appendix D-2) by the tenth day of May.

(a) Walkthroughs

(1) A walkthrough is a formative assessment process that focuses on no more than two (2) of the following components resulting in brief written notes or summary:

(A) evidence of planning
(B) lesson delivery
(C) differentiation
(D) resources
(E) classroom environment
(F) student engagement
(G) assessment
(H) any other component of the standards and rubrics approved for teacher evaluation

(2) Each quarter, the BLT of each building will choose one (1) of the listed components above that will be the focus for the building walkthroughs. The BLT will communicate the focus to all

certificated/licensed staff members prior to any walkthroughs being completed. The administrator will target two (2) above components, in addition to the quarterly building focus.

(3) Each walkthrough shall consist of at least five (5) consecutive minutes, but not more than fifteen (15) consecutive minutes in duration.

(4) The certificated/licensed staff member shall be provided a copy of the walkthrough form completed no later than ten (10) days following the walkthrough. (Appendix D- 3)

(5) At the request of the certificated/licensed staff member, a formal debriefing shall occur no later than five (5) days after receipt of completed walkthrough form.

(6) Unless requested by a bargaining unit member, no more than four (4) walkthroughs shall be conducted in each evaluation cycle, with a minimum of two (2).

(7) Walkthroughs shall not disrupt and/or interrupt the learning environment in the classroom.

(b) A minimum of two (2) formal observations shall be conducted to support each Full Cycle Evaluation. The first observation will consist of a formal holistic observation. A formal observation shall last a minimum of thirty (30) minutes, and shall be documented on the Observation Report Form found in Appendix D-3. There shall be at least three (3) weeks between formal observations. The first formal observation shall be completed by the end of the first semester. The second formal observation shall be completed by May 1.

(c) If after the second formal focused observation a teacher's performance is found deficient to the extent that adverse personnel action may result, an additional focused observation shall be conducted, so long as a written request from the teacher occurs prior to April 15. For a third observation, the teacher may request an evaluator other than the teacher's immediate supervisor.

(ii) Regardless of their rating, teachers who are on limited or extended limited contracts pursuant to O.R.C. §3319.11 and who are under consideration for nonrenewal, one evaluation consisting of at least three (3) formal observations must be conducted annually by the first day of May. Each teacher on a limited or extended limited contract shall be provided with an electronic copy of the evaluation results by the tenth day of May.

(iii) Teachers shall not receive a formal observation on a day before or after the following: the administration of standardized testing, a holiday or any break from scheduled school days (excluding weekends), or any approved leave of absence or on a day immediately following an extended (documented) illness of three (3) days or more.

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

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

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

(c) A teacher who is participating in the teacher residency program established under Section 3319.223 of the Revised Code for the year during which that teacher takes, for the first time, at least half of the performance-based assessment prescribed by the state board of education for resident educators.

(v) All formal observations shall be preceded by a conference between the evaluator and the teacher at least one (1) to five (5) days prior to the formal observation. At the pre-observation conference, the teacher and the evaluator shall collaboratively discuss questions found on the OTES Pre-Observation Planning and Lesson Reflection Resource Questions worksheet. The teacher shall provide evidence for the work situation to be observed. (Appendix D-4)

(vi) If the formal observation is subsequently cancelled by the evaluator and is not rescheduled within five (5) days, a new pre-observation conference will be held that follows the guidelines as stated in this agreement.

(vii) A post-observation conference shall be held after each formal observation. The post-observation conference shall take place within ten (10) days following the formal observation. After the completion of the holistic observation, during the post-conference, identified focus area(s) will be selected and may include area(s) of relative strength and/or area(s) targeted for improvement. After the formal focused observation and post-conference, a final summative rating will be assigned.

(viii) During the post-observation conference, the evaluator shall provide the teacher with electronic copies of all documentation including but not limited to Teacher Evaluation Observation Report form, data from pre-observation conferences recorded on the OTES rubric, notes, scripting evidence from formal observations recorded on the OTES rubric, artifacts, and classroom walkthrough forms.

(ix) All evaluations shall be acknowledged by PIN by both the evaluator and the certificated/licensed staff member and all information pertaining to the evaluation shall be kept on electronic file in the OhioES system. The electronic PIN by the certified/licensed staff member shall not indicate agreement with the content of the evaluation but only that the evaluation has been inspected by the certificated/licensed staff member.

(x) The certificated/licensed staff member being evaluated shall be given the opportunity to rebut the evaluation in writing. This rebuttal shall be attached to the formal evaluation copied from OhioES and placed in his/her personnel file.

(xi) All evaluation records, excluding written rebuttal, shall be maintained by electronic copy in the OhioES system.

(xii) The Final Summative Rating of Teacher Effectiveness form will be completed once the evaluation process is complete.

b. Accomplished Teachers

(i) The Board may elect to evaluate a teacher less frequently receiving an effectiveness rating of "Accomplished" on the teacher's most recent evaluation conducted pursuant to this policy once every three (3) years, provided the teacher submits a self-directed Professional Growth Plan (PGP) to the evaluator, and the evaluator determines the teacher is making progress on that plan. Any evaluation conducted under this provision must be conducted and completed by the first day of May, and the teacher shall be provided with an

electronic copy of the evaluation results as maintained by the OhioES system by the tenth day of May.

(ii) The Board elects to evaluate a teacher receiving an effectiveness rating of "Accomplished" on the teacher's most recent evaluation conducted pursuant to this policy via one (1) observation and one (1) post-conference per evaluation cycle.

(iii) Within seven (7) days of notification of their credentialed evaluators, teachers with an effectiveness rating of "Accomplished" may have input on the selection of their credentialed evaluator for the evaluation cycle by September 30.

c. Skilled Teachers

(i) The Board may evaluate each teacher who received a rating of "Skilled" on the teacher's most recent evaluation conducted pursuant to this policy once every two (2) years, provided the teacher, and the evaluator jointly develop a PGP for the teacher and the evaluator determines the teacher is making progress on that plan.

(ii) The Board elects to evaluate a teacher receiving an effectiveness rating of "Skilled" on the teacher's most recent evaluation conducted pursuant to this policy via one (1) observation and one (1) post-conference per evaluation cycle.

(iii) Within seven (7) days of notification of their credentialed evaluators, teachers with an effectiveness rating of "Skilled" may have input on the selection of their credentialed evaluator for the evaluation cycle by September 30.

5. Assigning an Effectiveness Rating

Each evaluation will result in an effectiveness rating of "Accomplished," "Skilled," "Developing," or "Ineffective." An effectiveness rating is based on the following two categories: 1) Teacher Performance; and 2) At least two (2) sources of High Quality Student Data (HQSD). Where applicable, it will include Value-Added Data and at least one (1) source of HQSD.

6. Teacher Performance

Full teacher evaluation cycle will consist of: 1) Professional Growth Plan/Improvement Plan; 2) Formal Holistic Observation; 3) Formal Focused Observation; 4) Pre-Conferences and Post-Conferences; 5) Walkthroughs; and 6) Final Summative Rating.

Less frequent evaluation cycle will consist of: 1) Professional Growth Plan; 2) thirty (30) minute Observation; 3) Post-Conference; and 4) Final Summative Rating.

Evaluators shall use instruments approved by the Ohio Department of Education and Workforce (DEW) when evaluating staff.

7. High Quality Student Data (HQSD)

HQSD component of the evaluation includes some combination of the following: 1) Teacher-Level Value-Added Data; 2) DEW-Approved Assessments; and/or 3) Locally-Determined Measures.

a. Teacher-Level Value-Added: "Value-Added" refers to the value-added methodology provided by DEW. Where value-added exists (via state-provided assessments), value-added data must be one of the multiple measures used in calculating student growth.

b. DEW-Approved List of Assessments: Assessments, if utilized by the District, must be included as one of the multiple measures of student growth. Assessments utilized must be included when calculating the appropriate percentage attributed to Student Growth Measures (SGM).

c. Locally-Determined Measures: The HQSD instrument used will be reviewed and approved by the HQSD Committee.

d. Where value-added methodologies exist, the Board will utilize value- added data in the evaluation process. Teachers instructing on value-added courses, but not exclusively, will utilize teacher value-added and one (1) approved HQSD measure. Teachers not instructing in value-added courses will utilize two (2) approved measures of HQSD. In the calculation for student academic growth, a student who has forty-five (45) or more excused or unexcused absences during the full academic year will not be included.

e. No shared attribution shall be used in student growth measures.

8. The District HQSD committee shall be comprised of an equal number of bargaining unit members and administration, no more than six (6) administration members and six (6) bargaining members. Subcommittees shall be established to delineate between grades K-6 and 7-8.

   a. All decisions of the committee shall be evidenced-based and achieved by consensus.

   b. Members of the HQSD committee may receive release time for training and committee work.

   c. The HQSD committee shall review and approve all submitted HQSD instruments and teachers will receive feedback from the committee by September 30 of each school year for year-long courses and within ten (10) days for semester courses.

   d. Any HQSD instrument that is rejected by the HQSD committee shall be returned to the teacher with recommendations and a timeline of ten (10) days for the resubmission of the corrected HQSD instrument.

   e. Students with forty-five (45) days of excused or unexcused absences are excluded from being counted in the HQSD data.

   f. Attendance/Approved Leave: A teacher evidencing thirty (30) or more excused absences in any semester, excluding personal days as defined in the negotiated agreement, may elect to defer consideration of student growth measures to a subsequent year or modify the HQSD expectations in coordination with their evaluator. Students that accumulate forty-five (45) or more days of absence should be removed from the data when considering teacher contract status (this does not affect the OTES rating, merely decision on contract status.)

   g. Teachers with Student Teachers: A teacher with a student teacher for not less than six (6) weeks shall ensure that they retain control of a minimum of two (2) class periods for the purpose of HQSD for the period that the student teacher is teaching.

   h. Teacher Who Has Been Transferred: A teacher who is involuntarily transferred after the start of the second semester to a different position (e.g. subject, grade level) shall not have the HQSD portion used in the Final Summative Rating from the previous assignment. The HQSD portion for the new semester shall consist of two (2) newly HQSD instruments upon assignment.

9. Professional Growth and Improvement Plan

a. Teachers must develop a Professional Growth Plan or Improvement Plan based on the most recent summative evaluation. Professional Growth Plans shall he developed as follows:

(i) Professional Growth Plans for a school year shall be developed no later than September 30.

(ii) Professional Growth Plans shall identify areas for future professional growth and detail opportunities for teachers to enhance their practice.

b. Teachers designated as "Accomplished" shall complete a self-directed Professional Growth Plan that includes one (1) goal.

c. Teachers designated as "Skilled" shall complete a jointly developed Professional Growth Plan that includes two (2) goals.

d. Teachers designated as "Developing" shall complete a Professional Growth Plan guided by the credentialed evaluator which includes two (2) goals.

e. Teachers designated as "Ineffective" shall have an Improvement Plan developed by the credentialed evaluator which includes two (2) goals.

f. The Professional Growth Plan (Appendix D-6 and D-7) and the Improvement Plan (Appendix D-7 and D-8) are approved DEW documents.

10. Board Professional Development Plan

In accordance with the Ohio State Board of Education's Statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial and other resources and assistance to be provided by the District to support the Improvement Plan and/or professional development of a teacher as deemed necessary by the evaluator.

11. Retention and Promotion Decisions/Removal of Poorly Performing Teachers

a. The Board and the Association acknowledge that the overarching purpose of the teacher evaluation system is to serve as a tool to advance the professional development of teachers and to inform instruction.

b. To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.

c. To provide definite written records of a teacher's performance to be used:

(i) as evidence of a teacher's performance;

(ii) in advancement of position and awarding of continued employment;

(iii) as reference material for recommendation to other systems;

(iv) to serve as written documentation in cases of nonrenewal.

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

12. Testing for Teachers in Core Subject Areas

Teachers who teach in a "core subject area" are required to register for and take all written examinations of content knowledge selected by DEW if the teacher has received an effectiveness rating of "Ineffective" on evaluations for two (2) of the three (3) most recent school years. "Core subject area" means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

13. Definitions

a. Comparable Evaluations: Since seniority may not be the basis for teacher retention or other employment decisions, except when deciding between teachers who have comparable evaluations, this refers to teachers within the categories of "Ineffective," "Developing," "Skilled," and "Accomplished."

b. Deficient: An ineffective performance on key professional indicators cited in the evidence gathered during walkthroughs and formal observations that result in an "Ineffective" rating.

c. Evaluation Cycle: The period of time for completion of the evaluation procedure.

(i) The evaluation cycle for teachers using value-added measures is completed when student growth measures resulting from assessments that were administered in the previous school year are

combined with HQSD assessment data of the current school year and teacher performance ratings resulting from performance assessments that are conducted for the current school year to assign an evaluation rating.

(ii) The evaluation cycle for teachers using two (2) forms of HQSD assessments is completed when the student growth measures of both assessments are combined with the teacher performance ratings from performance assessments that are conducted for the current school year to assign an evaluation rating.

d. Evaluation Framework: The document created and approved by DEW in accordance with §3319.11 l(A) of the Ohio Revised Code (O.R.C.) that establishes the standards-based framework for the evaluation of teachers developed under §3319.112 of the ORC.

e. Evaluation Instrument: The forms used by the teacher's evaluator and located in the Ohio Teacher Evaluation System (OTES) Workbook produced by DEW.

f. Evaluation Procedure: The procedural requirements set forth in this agreement to provide specificity to the statutory obligations established under O.R.C. §3319.111 and §3319.112 and to conform to the framework for the evaluation of teachers developed under O.R.C. §3319.112.

g. Formal Focused Observation: A formal observation of at least thirty (30) minutes, emphasizing identified focus area(s) based upon the prior holistic observation.

h. Formal Holistic Observation: A formal observation of at least thirty (30) minutes, evaluating all areas listed on the rubric (Appendix D-2).

i. High Quality Student Data (HQSD) – Data to provide evidence of student learning attributable to the specific teacher being evaluated.

j. OhioES: OhioES is the reporting system for teacher evaluation which replaces eTPES.

k. Ohio Teacher Evaluation System (OTES): The teacher evaluation system that is codified under O.R.C. §3319.111 and §3319.112.

l. Poorly Performing Teacher: Teachers identified through the evaluation process set forth in this policy who receives an overall summative rating of "Ineffective."

m. Promotion: Promotion, as used in this context is of limited utility given the fact that teachers covered by this policy are not currently employed in any discernible hierarchy. Nevertheless, when making decisions relative to such matters as determining department or grade level chairpersons, selections to curricular or strategic planning bodies, or teaching assignments, the Board will consider teacher performance as indicated by evaluations.

n. Student Growth Measure (SGM): A unit of academic growth projected for a student over a specified period of time, and which has been established according to a set of procedures defined either by the value-added data system provider employed by the State of Ohio or by approved DEW or District HQSD assessments.

o. Teacher of Record: A teacher who

(i) is responsible for assigning the grade to the student; and

(ii) is required to have the proper credentials to teach the particular subject/grade level for which he/she has been designated "teacher(s) of record"; and

(iii) is responsible for a minimum of fifty percent (50%) of a student's scheduled instructional time within a given subject or course.

p. Teacher-Student Data Linkage (TSDL): The process of connecting the teacher(s) of record (based on above definition) to a student and/or defined group of students' achievement scores for the purpose of attributing student growth to that teacher.

C. Vacancies and Transfers

A vacancy shall be defined as an unoccupied position that the Superintendent and/or Board has decided to fill.

1. Notice of Vacancy

a. The Board shall notify all bargaining unit members of all vacancies as soon as they become known. Vacancies shall be posted electronically every Friday with a subject line.

Such notice shall include:

(i) Position(s) available
(ii) Subject area and grade level
(iii) Deadline for application
(iv) Effective starting date
(v) Teaching license requirements

b. No vacancy shall be filled until after seven (7) calendar days from the date of the posting, unless the vacancy occurs during the school year. If the vacancy occurs during the school year, it will be filled on a temporary basis and shall be posted as vacant. A vacancy that occurs in the first semester will be filled at the end of the first semester. A vacancy in the second semester will be filled the following school year.

2. Filling a Vacancy

a. A teacher desiring to apply for a vacancy shall notify the Superintendent in writing within seven (7) calendar days of the date of the posting of a vacancy.

b. No vacancy in a regular bargaining unit position shall be filled with a new employee unless there is no qualified applicant currently employed by the Board.

c. An applicant for a vacancy in a regular bargaining unit position shall be considered to be qualified if he/she is certified/licensed to hold such a position. Vacancies in a regular bargaining unit position shall be filled by the qualified applicant who is currently on the RIF list by seniority until the RIF list is completely exhausted of qualified applicants. Thereafter, vacancies in a regular bargaining unit position shall be filled by the qualified applicant who has the most seniority, when making a decision between teachers who have comparable evaluations.

d. The bargaining unit member who will be recommended for the vacant position shall be notified by the Superintendent or his/her designee no later than three (3) working days after the end of the posting period.

3. Involuntary Transfers

a. An involuntarily transferred teacher will have the right to select the position to which he/she will be transferred, provided the involuntarily transferred teacher is:

(i) certified/licensed for the position

(ii) more senior than the teacher in the desired position when making a decision between teachers who have comparable evaluations

b. A teacher's certification/licensure must either be on file in the Superintendent's Office or an official letter from the college/university registrar verifying that the institution has signed section L. of the certificate/license application for addition of the subject area/grade level required for the position to which transfer is sought.

4. Seniority for Vacancies and Transfers

a. In matters of voluntary and involuntary transfers, seniority shall be defined as the length of continuous service that a teacher has worked in this District. Such continuous service is not broken by time spent on approved leave(s) of absence or while on the RIF list. Seniority does not increase during the time spent on leave or on RIF.

b. After completing five (5) years of service in this District and holding a continuing contract, a teacher shall be termed to have "Super Seniority Status" and shall be considered more senior than those employed under limited contracts, regardless of the number of years of service in the District when making a decision between teachers who have comparable evaluations.

c. A teacher shall be considered to have greater seniority when he/she holds more continuous length of service than those under the same type of contract.

d. Should a tie occur in determining seniority for teachers employed prior to June 1, 1998, who hold the same type of contract, the tie shall be broken by the date of official Board action taken with respect to current period of employment, and then by the date on which the employee signed the offered contract, and then the order in which the names appear in the official Board minute book or if separate minute books, a flip of the coin shall be utilized to break a tie as to seniority.

e. All bargaining unit members employed after June 1, 1998, shall have their ties broken by the hire date by Board action. For those hired on the same date, it will then be determined by the date of completed job application.

f. Super Seniority shall afford the continuing contract holder certain rights in matters of voluntary and involuntary transfer.

(i) voluntary transfer: Super Seniority will assure the teacher seniority rights over all limited contract holders who apply for a posted vacancy.

(ii) involuntary transfer: Super Seniority will enable a teacher to select the position to which he/she would transfer, whenever his/her original/current position is affected, necessitating movement and when the position preferred is held by an individual less senior.

g. The Superintendent will establish a Seniority List. This Seniority List will be sent to the Association President by December 1 of each year.

(i) On or by December 1 a list shall be posted in each building and given to each Principal.

(ii) Bargaining unit members shall have thirty (30) days to review the list, check for errors, and notify the Superintendent's Office with corrections.

(iii) On or before January 10, a revised Seniority List will be sent to the Association President and at that time the list shall be deemed correct for that year.

(iv) Bargaining unit members who gain additional certification(s)/license(s) will be placed immediately in the appropriate area(s) upon notifying the Superintendent in writing and presenting a copy of the new certificate/license.

(v) Any revisions of the Seniority List will be sent to the Association President, posted in each building, and given to each Principal.

D. Filling a Supplemental Vacancy

1. All supplemental contract vacancies shall be posted in the Pay Day News to determine whether or not there are existing staff members interested in the vacant position(s).

2. The vacant supplemental position shall not be filled until the notice of vacancy has been posted for seven (7) calendar days, unless the Superintendent and Association President agree to waive the seven (7) calendar day waiting period.

3. Determination and assessment of all applicants' qualifications will be made by the Superintendent/Designee.

4. Qualified applicants as determined by the Superintendent/Designee from the bargaining unit shall be considered for and awarded supplemental positions below the athletic director and the head varsity coaches' level before non-bargaining unit members may be considered.

5. When there is more than one (1) qualified applicant from the bargaining unit for a vacant supplemental position below the athletic director and head varsity coaches level, preference shall be given to the applicant who has held the position for the past three (3) years.

6. Individuals holding supplemental positions shall be evaluated annually by the Superintendent or a designated administrator.

7. For an applicant to apply, they must have all necessary licensures and/or permits prior to applying for the position.

E. Reduction in Force

1. The Board may institute a Reduction in Force (RIF) by reason of decreased enrollment of pupils, return to duty of regular teachers after leaves of absence, by reason of suspension of schools or territorial changes affecting the District in accordance with O.R.C. 3319.17 or financial reasons. Such reduction may not take place after September 1, unless it affects the subsequent school year.

2. In making such reduction by suspending contracts, the Board shall proceed in accordance with the recommendation of the Superintendent pursuant to paragraph 4 below.

   Prior to proceeding with RIF, the superintendent shall meet the association president and the persons to be affected to discuss the reason for the RIF, what teachers are affected, and the extent of the reduction.

3. Seniority shall be defined as the length of continuous service as a teacher. Seniority will not be interrupted by approved leaves of absence or RIF, nor will seniority accumulate during the term of the leaves of absence or RIF. Should a tie occur in determining seniority, the same procedure shall be followed as in Article VIII., Section C. 4. d. and e.

4. When RIF becomes necessary, the Superintendent shall within each teaching field affected, give preference to teachers on continuing contracts. The Board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations. As set forth hereafter:

   a. First, the Board shall accomplish any necessary reductions in staff through attrition (i.e. retirement, voluntary resignation, etc.), before any suspension of contracts.

   b. Second, should it be necessary to suspend contracts to achieve the necessary reduction in staff, limited contract teachers shall be reduced first utilizing the following order:

      (i) Certification/Licensure within the affected teaching field.

      (ii) Comparable evaluations as established in contract year preceding the RIF.

      (iii) When evaluations are comparable, seniority in the District shall prevail with the contract of the least senior limited contract teacher in the affected teaching field being the first to be suspended.

   c. Third, should the reduction of staff required exceed the number of limited contract teachers in the affected field, only then shall continuing contract teachers be reduced by utilizing the following order:

      (i) Certification/Licensure within the affected teaching field.

      (ii) Comparable evaluations as established in contract year preceding the RIF.

      (iii) When evaluations are comparable, seniority in the District shall prevail with the contract of the least senior limited contract teacher in the affected teaching field being the first to be suspended.

5. A teacher whose name appears on the RIF list shall be offered reemployment when a position becomes available for which he/she is certified/licensed. He/she may also be offered temporary certification/licensure for an available position within the subject area he/she taught before non-bargaining unit members are hired on a temporary certificate/license. Such teachers shall be recalled from the RIF list with preference given to teachers on continuing contracts. The Board shall not give preference based on seniority, except when making a decision between teachers with comparable evaluations. No new teachers shall be employed by the Board while there are teachers on the RIF list who are certificated/licensed for any open teaching position.

6. Teachers being recalled shall be notified by certified mail to the teacher's last known address and shall have ten (10) calendar days from the date of receipt to respond affirmatively. It shall be the teacher's responsibility to make appropriate arrangements for forwarding or receipt of mail if he/she will be away from his/her address for more than five (5) calendar days.

7. If the teacher fails to respond in the affirmative upon recall within fifteen (15) calendar days from the date the recall notification was delivered, he/she shall be removed from the RIF list and the Board shall have no further obligations to him/her. Notwithstanding the previous sentence, a teacher who refuses a temporary certificate/license as provided for in E. 6., shall not be removed from the RIF list during the three (3) calendar year recall limit as provided for in E. 9.

8. Each teacher shall remain on the RIF list for up to three (3) calendar years from his/her last date of service unless he/she fails to accept a recall. The year shall be from September 1 to August 31.

9. Where group insurance policies and state law permit, a teacher on the RIF list who is unemployed and does not otherwise have group coverage available may continue to participate in those benefits which are provided to teachers in active employment, provided the teacher pays the group rate for such benefits.

10. The Administration will provide letters of recommendation for teachers affected by a RIF, and will attempt to provide other forms of assistance, where possible, upon the request of the teacher.

F. Teacher Work Day

1. The school day for teachers shall be 7 1/3 hours. It shall include an uninterrupted duty free lunch period of at least thirty (30) consecutive minutes.

2. Teachers directed to remain present in the building beyond the 7 1/3 hours shall be paid for such time at the rate of Twenty-Eight Dollars ($28.00) per hour.

3. The length of the school day may be extended for faculty meetings. Such meetings shall be limited to one (1) per month during the school year or a maximum of nine (9) per school year. When possible, faculty meetings will start before the end of the teacher's work day and last for no more than thirty-five (35) minutes from the time it is called to order. At least one week advanced notice will be given to the teachers required to attend. Failure to notify teachers in a timely manner shall be cause for them not to attend required meetings.

4. Once a month teachers will be expected to stay beyond the 7 1/3 hour school day to conduct grade level/departmental level meetings. Such meetings shall last for thirty-five (35) minutes. When possible, meetings will start before the end of the teacher's workday and last for thirty-five (35) minutes from the time it is called to order. At least one week advanced notice must be given to the teachers required to attend. Failure to notify teachers in a timely manner shall be cause for them not to attend required meetings.

5. Teachers' attendance of evening meetings shall be on a voluntary basis.

G. School Year/Calendar Year

1. The school year for teachers will be 183 days consisting of 178 instructional days, the Board will provide five (5) days free of pupils as follows:

   a. Two days at the beginning of the school year set aside for one (1) professional meeting and one (1) teacher work day.

   b. Two days for parent-teacher conferences.

      (i) One (1) to be held in the evening

      (ii) One (1) to be held during a school day

      (iii) Administration and HHTA will jointly work together to determine conference dates and times each year. If a conference is scheduled for an evening, in which students are in session, this day will count as (2) two teacher work days.

   c. One day for in-service education.

2. On the final day of school for students, teachers will be responsible for completing those records and other such matters as are necessary for closing the school year in an orderly fashion. Teachers may begin "check out" at the end of the normal workday as set forth in Article VIII., Section F.1. once all the paperwork/duties have been completed. If graduation falls on the final day for students, teacher check out for high school teachers will be held the following day at 9:00 a.m. (If on Friday, then check out will be on Saturday morning.)

3. Except for the bargaining unit members employed under extended time contracts, the teacher school year shall begin on the Wednesday occurring on or after August 18th, with students reporting on the following Monday.

4. Classes will not be scheduled on the following days:

Labor Day
(1) Parent-Teacher Day Conference
Thanksgiving Recess - Wednesday, Thursday, Friday
Winter Break (noted below in 5)
New Year's Day
Martin Luther King Day President's Day
Spring Break (the preceding Thursday through the following Monday)
Memorial Day
Independence Day

5. Winter Break

Unless otherwise agreed to in writing by the Association, Winter Break will be scheduled in accordance with the following formula:

When Christmas occurs on:	The final work day preceding Winter Break will be:
Monday	Wednesday
Tuesday	Thursday
Wednesday	Friday
Thursday	Friday
Friday	Friday
Saturday	Tuesday
Sunday	Tuesday

6. Unless otherwise agreed to in writing by the Association, classes will resume on January 2 unless New Year's Day occurs on a Sunday, in which case classes will resume on January 3. When New Year's is observed on Thursday, Friday, or Saturday, classes will resume on the next Monday.

7. The following procedures will be used for the make-up of days in excess of eight (8) days or fifty-nine (59) hours of school closing as necessitated by weather and/or other calamity on a District wide or building by building basis:

   a. President's Day, Thursday preceding Easter and then the day(s) following the scheduled final day of classes for students and extending until the excess calamity time is made up.

   b. A calamity day shall be defined as a scheduled instructional day that does not occur when the closing of school is deemed necessary and classes are cancelled by the District as a result of a public calamity. A public calamity is defined as disease, epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment needed to operate the school system, damage to a school building or other

property, or other temporary circumstances that renders the school facility unfit for instructional use.

c. In no case shall the bargaining unit member be required to work more days than the number for which contracted without compensation at his/her regular daily rate of pay.

8. A calendar, established in keeping with the agreed guidelines in Article VIII., Section G. (School Year) of this agreement, shall be recommended by the Superintendent to the Board prior to March 1. The Board shall adopt such calendar in accordance with O.R.C. and applicable regulations of the Ohio Department of Education.

9. Consideration of the addition of the Monday after Thanksgiving and extended Spring Break will occur annually by Association and Administrative conference to be held before March 1st of the preceding year.

H. Planning Periods

1. All teachers will have at least five (5) planning periods per week, with one planning period daily. Such planning periods will be for thirty (30) consecutive minutes. During such planning periods, the regular classroom teacher need not remain in the classroom.

2. Planning periods shall be scheduled while that building is open for pupil instruction.

3. Teachers shall not leave the building during their planning period without the permission of the Principal or designee.

I. Grade and Attendance Records and Reports

1. Only teachers will award grades for the subjects they teach. Grades will be posted on a weekly basis.

2. Teachers will report pupils who are absent from their classes, breakfast counts (if eaten in the classroom) and lunch counts. All other attendance records and reports will be made by administrative personnel.

3. Prior to Sunday at midnight, the next week's lessons will be submitted online or emailed to the building principal. A guide of the required components of a lesson plan, developed by a committee of teachers and administrators, will be included in the Appendix.

J. Parent-Teacher Communication

1. Effective communication between the parent and the teacher is vital to the interests of the student and the teacher. The Board and its administration will encourage the practice of direct parent-teacher conferences.

2. If a parent conference with an administrator regarding a problem or concern about his/her child involves a particular teacher, the administrator will immediately inform the teacher of the nature and scope of any such communication. The principal, who is the immediate supervisor to the teacher, shall be informed of the problem and shall attempt to arrange a conference with himself/herself, the teacher, and the parent in an effort to resolve the problem or concern. If the conference does not take place within ten (10) school days, the administrator and principal will disregard the content of any conference when considering the teacher involved for re-employment, evaluation, assignment, etc.

K. Non-Teaching Duties

1. Teachers shall not be required to perform the following duties in the school cafeteria: food preparation, food serving, utensil processing, cafeteria clean-up, and collection of monies in the lunchroom.

2. Teachers shall not be required to perform the duties of custodial employees as, for example, maintenance, washing, painting, or cleaning.

3. Teacher aides in elementary buildings should be used to handle lunchroom supervision of students, playground, and bus loading duties whenever the Principal can make them available.

4. The Principal will work with teachers in his/her building to develop specific job descriptions of general fund aides. Following the determination of assignment and general job description of an educational aide, and subject to supervision by the teacher's immediate administrative officer, a teacher to whom an educational aide is assigned shall make all final determinations of duties to be assigned to such aide. However, no teacher to whom an educational aide is assigned shall be required to evaluate the educational aide.

5. It shall not be necessary for certificated/licensed employees to be present in areas being supervised by teacher aides.

6. Members of the bargaining unit shall not be required to perform the following items or procedures except those members who are employed and assigned to teach Multiple Disabilities Units where certain functions must be performed. These functions must be performed to promote the acquisition of basic skills leading to independent functional daily living, adaptive behavior, and/or necessary prerequisites for continuing the sequential educational programs that are stated on the student's IEP.

   a. Performing medical procedures
   b. Dispensing prescription medicine
   c. Inserting catheters
   d. Changing dressings of wounds
   e. Lifting students
   f. Bodily fluids clean up
   g. Giving injections

   Educational programming for some students may include toilet training, self-feeding skills, and basic hygiene skills that are far removed from regular curriculum items and are of an unappealing nature, yet must and should be taught.

7. Where there is more than one (1) bargaining unit member available at the time/place that non-teaching duties are required, the assignments will be rotated among them. In some instances, no other personnel may be available and a rotation of assignments cannot be made.

8. In accordance with Ohio Administrative Rule 3301-51-09 (I) (2) (e) (iii), an aide will be assigned in each Multiple Disabilities Unit.

No additional personnel, certified or classified, will be employed to meet the above terms.

L. Substitution

1. When a teacher is absent from his/her assigned duties, the Board shall make reasonable efforts to secure an approved substitute to carry on those duties.

2. Whenever, during the posted school hours, a teacher is required to perform another teacher's duties as a substitute because of the other teacher's absence from school or his/her assigned duties for part or all of the school day, the substituting teacher shall be compensated pro-rata for the substitution time at the rate of Twenty-Eight Dollars ($28.00) per hour or any part thereof if the Principal assigns the teacher to teach a class or assume another staff member's assigned duties during his/her planning or conference period.

3. A regular elementary classroom teacher shall be considered to be substituting for a special teacher (such as an art, music, or physical education teacher) when the regular teacher is required to supervise or instruct students for a period when they would otherwise be scheduled for instruction by a special teacher.

4. All regular teachers who will be affected by the absence of a special teacher shall be notified promptly of the special teacher's absence.

5. If a junior high/high school teacher (Grades 7-12) agrees to accept a class during his/her planning time for a semester or a full year, that teacher will be paid an additional 1/9 of his/her regular salary. Such pay would be pro-rated on a one semester assignment.

6. The employee substitution form to be used is designated Appendix E.

When a teacher is required to perform services as set forth in paragraph 2 above, he/she shall be furnished (Appendix J) which shall be returned by the teacher to the Principal by the end of the school day in which services are performed. (See Appendix E.)

M. Traveling Teachers

1. Traveling teachers are those whose duties regularly require travel between school buildings.

2. Traveling teachers shall each be provided with a daily planning period not to exceed that granted to an elementary or secondary teacher and shall not be required to travel between buildings during their planning or duty free lunch period of consecutive minutes.

3. Schedules for traveling teachers must allow adequate time for normal travel by the most direct route from building to building. Each traveling teacher shall be granted a minimum of ten (10) minutes preparation prior to the first class at each building and granted a minimum often (10) minutes after a class, before traveling to another building.

4. Traveling teachers are responsible for reporting to the office as soon as they arrive at their second assignment.

N. Work Environment

1. Maintenance

a. The Board shall make a reasonable effort to provide clean, well-lighted, well-ventilated, and properly heated school buildings. It shall be the responsibility of the Principal to see to it that facilities are kept clean and in good repair. It shall be the responsibility of the teaching staff to promptly

notify the Principal when either equipment or classrooms are in need of repair or cleaning. Work order request(s) shall be made online via the school District's staff portal page

b. It is the responsibility of the teacher to make every effort to see that students do not abuse school property while under his/her supervision. Such abuse of school property is to be brought directly to the attention of the Principal.

2. Use of School Telephones

a. Teachers may use school telephones for personal emergencies or school related matters.

b. Personal use of telephones by employees shall be limited to the time when he/she is not scheduled to be in the classroom/study hall with students, unless there is an emergency.

3. Tobacco Free Environment

All certified/licensed personnel and supplemental contract holders are to respect school grounds as tobacco free during work hours. No smoking or use of tobacco of any kind, including but not limited to vapes, mods, e-cigarettes, dab pens, and liquids or e-juices.

O. School Closing and Delayed Openings

1. When a decision is made by the Superintendent to close the entire system or a particular building by reason of a health hazard, extreme weather, utility shortage, mechanical failures or for other proper and lawful reasons, staff members shall not be required to report for duty.

2. Teachers affected by the notice of a delayed starting time will report to their buildings thirty (30) minutes prior to the delayed opening of school.

P. Instructional Improvements

1. Speech Therapist:

The Board will employ a speech therapist(s) as warranted by the State Foundation unit support allowance.

2. Psychological Services:

The Board will employ a full-time school psychologist.

3. Supply Allowance:

a. It is the responsibility of the Principal to meet with teachers and inform them of the budget appropriations.

(i) The staff will be involved in the decision making process concerning what expenditures will be made.

(ii) The Principal has the final authority concerning expenditures of the authorized school budget.

b. All fees collected in grades 7 through 12 shall be returned to those departments in the schools from which they were collected, and such fees shall be used to purchase supplies for those departments. The availability of funds will be determined by the Principal based upon the number of students who are to take the classes (projected enrollment.)

Q. Open House

An open house may be held from 9:30 a.m. to 11:30 a.m. on the Professional Meeting/Open House day in August.

R. Student Testing

Teachers will be given release time on a day specified by the Superintendent to score any tests mandated by the State of Ohio or the DEW.

S. Extended Time

1. Sick leave may not be used for absence which occurs on days of extended time if the extended time is less than sixty (60) days per year.

2. The extended time contract for instrumental music is for music lessons provided in the month of June will be contracted for ten (10) days extended time.

3. All extended time will be calculated at the individual's daily rate of pay multiplied by the number of days of extended time.

4. See Appendix F for a listing of the current extended time assignments. The number of days is subject to change as determined by funding legislation and/or the Board.

5. Bargaining unit members who are contracted for extended time must complete time sheets to indicate each day they work while on extended time. The total hours worked will be the number of days on the extended contract, as set forth in the bargaining unit member's contract, times the teacher work day, as defined in Article VIII, Section F.1.

T. Faculty Pass

The Board shall provide one Faculty Pass for each teacher which shall be honored at all schools. Retired teachers, upon evidence of receiving SERS/STRS retirement, shall receive one (1) lifetime pass.

U. Local Professional Development Committee

1. Committee Selection

a. Committee Makeup will be according to the Jefferson County Educational Center Consortium LPDC Bylaws.

b. LPDC committee members will be selected by the current Association President and approval by the Executive Committee.

2. Meetings

The Jefferson County Educational Service Center Consortium LPDC shall set the meeting schedule.

3. Compensation

Each LPDC committee member will receive ninety-five dollars ($95.00) per meeting attended inclusive of mileage. The stipend shall be split into two parts, with the first payment to be paid the first pay in January and the second payment to be paid the first pay in July. Revenue for such payments may be derived from the District or a grant, or from both sources combined.

V. Resident Educator Program

1. Structure

The District will participate in the Jefferson County E.S.C. Resident Educator Program.

2. Compensation

a. A mentor assigned to a Year 1 or Year 2 Resident Educator shall be compensated in the amount of seven hundred fifty dollars ($750.00) for each Resident Educator he/she mentors.

b. A facilitator assigned to Year 2 or any Resident Educator who has not yet passed the RESA shall be compensated in the amount of three hundred fifty dollars ($350.00) for each Resident Educator he/she has been assigned.

c. A colleague assigned to an Alternative Pathway Resident Educator completing their four year Resident Educator License and has passed the RESA shall be compensated in the amount of one hundred fifty dollars ($150.00) for each Resident Educator he/she is assigned.

d. A mentor assigned to a Year 1 new hire (not participating in the Resident Educator Program) shall be compensated in the amount of three hundred seventy-five dollars ($375.00) for each new hire he/she is assigned.

e. A Lead Mentor shall be compensated with an annual stipend in the amount of one thousand five hundred dollars ($1,500.00) for the specific duties which the Lead Mentor is responsible.

f. All mentoring stipends shall be paid by the Harrison Hills Board of Education.

3. Training and Release Time-Mentors and Resident Educators

a. The employer shall provide the committee members and mentors the opportunity to attend training in order to establish and maintain an effective Resident Educator Program.

b. The Mentor shall be provided coordinated release/planning time with his/her assigned new hire in order to obtain the support for professional growth and in order to successfully complete the Resident Educator Program.

c. The mentor for Year 1 and Year 2 Resident Educator shall have a minimum of thirty-six (36) hours to work individually with each Resident Educator in professional areas as designated.

d. The mentor for Year 1 new hire (not participating in the Resident Educator Program) shall have a minimum of eighteen (18) hours to work with each new hire in professional areas assigned.

4. Protections

a. 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 Resident Educator's evaluation.

b. The District will comply with the resident educator program.

c. Mentor teachers shall not participate in the evaluation of any Resident Educator.

d. No Mentor shall be requested or directed to make any recommendation regarding the continued employment of any Resident Educator.

e. No Mentor shall be requested or directed to divulge information from the written documentation or the confidential Mentor/Resident Educator discussions.

f. All interaction, written or oral, between the Mentor and the Resident Educator shall be regarded with the same confidentiality as that represented by the attorney/client relationship. Any violation of this tenet by the Mentor shall constitute grounds for immediate removal from his/her role as a Mentor.

g. The Mentor and the Resident Educator must operate in a trusting and comfortable relationship, therefore, the Mentor initially assigned to a Resident Educator will continue as his/her Mentor for the duration of their participation in the Resident Educator Program.

h. At the end of each mentoring year, either the Mentor or the Resident Educator may exercise the option to have a new Mentor assigned. No specifics shall be requested or given as to the exercise of the option and no prejudice or evaluation is to be given such change.

i. All Mentors and Resident Educators shall keep confidential all discussions, actions, materials, and other information to the extent permitted by law.

j. Mentors shall communicate directly with the Resident Educators and shall not discuss/report performance and progress of the Resident Educator with any administrator, assessor, or other teacher.

k. The regular evaluation of the Mentor shall not be affected in any aspect by the Resident Educator Program or its demands.

W. Master Teacher Program

To encourage the professional growth of teachers and to comply with the requirements of House Bill 1 passed by the legislature in 2009, the Association and Board agree that:

1. The committee shall be clothed with all authority afforded it under Ohio law and under the Ohio Educator Standards Board in order to carry out its mission and to make decisions as to how it shall function.

2. Important functions of the committee shall include, but not be limited to: constructing District timelines to oversee and verify candidate eligibility, using state designated forms to properly process candidates, providing "master teacher" program information to employees, communicating the compilation of candidates' scores to appropriate individuals, maintaining required records, and submitting required information to the EMIS coordinator.

3. The committee shall consist of a total of seven (7) Board employees as follows: three (3) teachers from the middle school/high school building, three (3) elementary teachers, and one (1) administrator. Said committee teachers shall be chosen by the current Association President with approval by its Executive Committee. The committee administrator shall be chosen by the Superintendent.

4. Notwithstanding paragraph four in this subsection, the Association President shall invite any National Board Certified bargaining unit member to serve on the committee, though such members shall not be required to serve on the committee. Furthermore, for the 2010-11 school year only, the Committee members shall be appointed to staggered terms of one (1) year, two (2) years and three (3) years so that an equal number (two) of them shall fill said terms. Upon the expiration of these staggered terms, teacher members of the committee shall thereafter be appointed for a term of three (3) years. The term for the administrator serving on the committee shall be determined by the Superintendent but in no case shall exceed three (3) years. Furthermore, it shall be the goal of the committee that in subsequent years teacher member appointments shall consist of "master teachers" who have achieved "master teacher" status through the committee.

5. The committee shall choose a chairperson annually by a simple majority vote. The duties of the chairperson shall include but not be limited to attending all meetings and facilitating them, maintaining a written record of meeting attendees, receiving all candidate applications, preparing candidate applications for blind readings by committee members, taking minutes during meetings, or assigning minute-taking to another member, maintaining and storing all records and forms, sending application results to appropriate individuals, receiving written correspondence, including appeals by candidates and remaining impartial by not scoring applicant documents.

6. Two (2) teacher members of the committee shall read and score each application solely according to the scoring guide based on the criteria in the Ohio Standards for the Teaching Profession, and the committee shall assign such members by attempting to closely match the candidate to these committee members by either grade level and/or subject. If the two (2) assigned committee members disagree regarding the recommendation of an applicant, then the committee shall assign a third teacher member to read and score the application. Applicants will receive recommendations by a majority vote of the assigned teacher members. Applications shall be read without applicant names attached.

7. An applicant may submit to the committee chair an appeal in writing, within thirty (30) calendar days of receiving any written decision to deny the status of "master teacher" to the applicant. Upon receiving such appeal, the committee chairperson shall set an appeal meeting for the applicant to meet with members of the committee. Said meeting shall be held no later than sixty (60) calendar days from receipt by the chairperson of the written appeal. Within thirty (30) days of this appeal meeting, the committee shall render a final decision to the applicant. No decision by the committee shall be subject to the grievance procedure in Article II.

8. There shall be four (4) meetings of the Committee during each school year, which shall be held quarterly. Committee members shall be paid a stipend of Fifty-Five Dollars ($55.00) per meeting attended. The Committee chairperson shall receive a stipend of Sixty-Five Dollars ($65.00) per meeting attended to compensate for additional duties as specified in Paragraph 6 above.

9. Any bargaining unit member who is successful in achieving "master teacher" designation shall receive a Three Hundred Dollar ($300.00) stipend to be paid in the first check following the end of the semester in which the person achieves the designation. This stipend shall be paid only once in the year the bargaining unit member earns the "Master Teacher" designation.

X. Tutors and Home Instructors

Tutoring and home instruction positions shall be posted according to the terms of this Agreement. The position shall be filled as follows:

1. The position shall be awarded to the most senior qualified bargaining unit member as determined by the Superintendent or designee.

2. If no such bargaining unit member is qualified, the most senior qualified bargaining unit member in the District with the appropriate certification for the instruction or tutoring needed shall be awarded the position.

3. Should there be no qualified bargaining unit member, the Board shall have the right to hire appropriately qualified person(s) outside of the bargaining unit. Such individuals shall be paid in accordance with the terms of the Agreement.

ARTICLE IX – RIGHTS

A. Association Rights

The Association shall have the exclusive organizational rights listed in this Article.

1. Information Concerning Board Meetings

Prior to each regular or special Board Meeting, the Board shall provide the Association President with a copy of:

a. The Board agenda;

b. The minutes of the prior regular meeting and of any special meeting within the prior thirty (30) days; and

c. Any draft, proposed or final budget, appropriation resolution, or any public information distributed by the Superintendent or Treasurer to the Board during the meeting.

2. Notice of Board Meetings

The Board shall give the Association reasonable advance notice of all regular and special Board meetings.

3. Board Meeting Participants

The Board shall allow an Association representative a reasonable period of time, not to exceed ten (10) minutes, to speak during the time reserved for public discussion at regular Board meetings.

4. Directory Information

By October 1 of each school year, the Board shall provide the Association with a list of the names, addresses, telephone numbers, and building assignments for all bargaining unit members.

5. Intra-District Mail

The Association has the right to use the regular intra-District mail service.

6. Use of Bulletin Boards

The Association may use designated space on bulletin boards in school offices and teachers' lounges for Association-related communication and notices.

7. Teacher Orientation

The Board shall allow Association representatives to address new teachers for a reasonable period of time during orientation meetings.

8. Use of School Buildings

a. The Association shall have the right to use school buildings for Association meetings after the teacher work day.

b. The Association will give the Principal reasonable advance notice of its desire to use a building for a meeting so that provision may be made for appropriate custodial or security service. The Association will schedule its meetings to avoid conflict with school activities or previously scheduled meetings or events.

c. The Board will charge the Association only for custodial overtime costs, if any, incurred as a result of Association meetings.

9. Use of School Equipment

a. The Association may use school telephones, copy machines, classroom computers, (including peripherals such as printers and scanners), internet access, and audio-visual equipment, provided they are not being used, or are not required for any school business or activity.

b. The Association will provide all supplies and shall promptly pay for all long distance calls and any tax attributable to the Association's long distance calls.

c. The Association will assume financial responsibility for any loss or damage to school equipment which is caused by Association use.

10. Transaction of Association Business

Duly authorized representatives of the Association and its affiliates may transact Association business on school property at any time before, after, or during, the regular school day, provided that no such business shall be transacted on any class time, nor shall such Association business in any way interfere with scheduled student-teacher, parent-teacher, or administrator-teacher conferences or other school functions or activities. All visitors, including Association representatives, must report to the building office during teaching hours before transacting such business and sign in.

11. Released Time For Association President and Delegates

a. The Association President may use his/her daily planning period for Association business.

b. The Association President and/or elected delegates will be granted release from duty without loss of pay to attend official meetings of the National Education Association and the Ohio Education Association to conduct business.

c. The Association President will be granted release from duty to conduct other Association business, such as award ceremonies and representation.

d. Such released days will be limited to a cumulative total of six (6) days in any school year.

12. The Association President shall be provided a current copy of the Board Policy Manual. All proposed Board policy changes will be included with the Board agenda. All new or revised Board policies will be sent to the Association President within ten (10) working days of adoption.

13. Teacher Professional Organization

The Harrison Hills Teachers' Association (HHTA) President, Vice-President, and any other members paid a stipend by the HHTA that is more than five hundred dollars ($500.00), as identified by the HHTA not later than September 1 of each school year, shall be paid a stipend by the Board. The HHTA shall reimburse the Board of the cost of the stipends, state/federal taxes, workers' compensations, Medicare and any applicable retirement costs payable to the Ohio STRS.

If the foregoing provisions are amended by subsequent changes to Ohio Administrative Code Section 3307-6-01, then such changes shall be negotiated in accordance with this Agreement.

B. Individual Rights

1. Neither the Board nor the Association shall discriminate against bargaining unit members on the basis of race, color, sexual orientation, creed, age, national origin, gender, religion, or for the exercise of rights protected by the Constitution of the United States and State of Ohio.

2. The provisions of this Agreement shall be applied uniformly to all teaching employees without regard to race, color, age, religious creed, sex, or national origin.

ARTICLE X – EMPLOYMENT OF RETIRED TEACHERS

In recognition of the enactment of Senate Bill 144, which eased re-employment restrictions for State Teachers Retirement System (STRS) retirees, the following terms and conditions relating to the employment of retirees will prevail in the Harrison Hills City School District.

A. For purposes of this article, a retiree is an individual who has attained service retirement status with the STRS and is otherwise qualified by certification/licensure to be employed as a teacher in Ohio.

B. When a teacher retires and a vacancy is determined to exist, it will be posted in accordance with Article VIII., Section C. After the vacancy procedure has been completed in accordance with the Master Agreement and no acceptable applicant was available to be hired from outside the bargaining unit, then the Board may consider and employ a retiree upon the recommendation of the Superintendent.

C. A retiree shall be paid at the BA/BS-0 step of the salary schedule regardless of training and years of service, and so long as employed by the Board shall not advance on the salary schedule based either on years of service or additional training.

D. A retiree shall receive a one-year limited contract which shall expire automatically at the end of the term. Continuation of employment of a retiree through offering new one-year limited contracts which automatically expire shall be at the election of the Board and upon the recommendation of the Superintendent. A retiree is not eligible for a continuing contract regardless of years of employment with the Board.

E. A retiree shall accumulate and may use sick leave in accordance with Article VI., Section B. of this Agreement, but is not entitled to severance pay under Article IV., Section H. of this Agreement or under law upon the conclusion of employment as a retiree.

F. A retiree shall not be entitled to participate in the insurance benefits provided to bargaining unit members under Article V unless STRS requires such participation upon being reemployed.

G. A retiree shall not accumulate seniority in the bargaining unit, and has no right to recall in the event of a reduction in force under Article VIII., Section E. of this Agreement and/or O.R.C. 3319.17.

H. A retiree is eligible for a supplemental contract only at the discretion of the Superintendent and shall be paid as per the zero step of the supplemental salary schedule.

I. The Board and the Association expressly intend this Article to supersede the provisions of O.R.C. 3317.13, 3317.14, 3313.53, 3319.11, 3319.111, and 3319.17, and all other applicable laws.

ARTICLE XI – CREDIT FLEXIBILITY

As a result of SB 311, the Association and the Board agree to the following regarding the offering of a credit flexibility program within the district in accordance with the State Board of Education's credit flexibility plan:

1. Flexible Credit shall only be available to students for courses currently offered by the school district in its regular programs.

2. A committee shall be formed to review and approve/disapprove student Flexible Credit applications. The committee shall be comprised of three (3) high school teachers chosen by the Association President, one (1) high school administrator chosen by the Superintendent, and the Superintendent or his/her designee. The committee shall also have a 'rotating' member who shall be the teacher of record for the student who has applied. Bargaining unit members of the committee shall be paid a stipend of Fifty-Five Dollars ($55.00) per meeting attended, not to exceed one meeting every nine (9) weeks.

3. No teacher shall be required to serve as a teacher of record. Only a teacher who is certified and teaching in the area of flexible credit sought shall be assigned as the teacher of record.

4. The Board's policy on Credit Flexibility shall empower the teacher of record to make the determination about whether credit is/is not granted and what grade is assigned, if applicable, or level of mastery achieved, if applicable. Further, the Board's policy shall require that any student participating in a Flexible Credit plan of study report at least at minimum, regular intervals with the teacher of record regarding the student's progress. The policy shall also require that the teacher of record and the student identify and agree on the learning outcomes that align with the district's approved curriculum in the context of the student's plan and how these outcomes will be assessed, which shall be documented on a form to be created by the committee.

5. The teacher of record shall be paid a stipend of Seventy-Five Dollars ($75.00) per student, per credit sought, for work associated with a student's Flexible Credit plan implementation. Such work shall be accomplished outside of the regular workday/work year.

6. In the event that a student fails to achieve credit and appeals the decision of the teacher of record, such appeal shall go exclusively to the committee, whose decision shall be final.

ARTICLE XII – LABOR MANAGEMENT COMMITTEE

A. A Labor-Management Committee shall be established consisting of five teacher representatives: one 9-12 teacher, one 7-8 teacher, one 3-6 teacher, one PK-2 teacher, and an Association member serving as secretary, a corresponding number of administrators, and an appointed alternate(s) for each party, in addition to the Superintendent and the Association President. These representatives will be chosen annually by the Superintendent for the Board and the Association President for the Association.

B. The members of the Committee must be trained by the Federal Mediation and Conciliation Service (FMCS) in order to serve on the Committee. Such training shall be conducted jointly with all Committee members and alternates present. The Board shall assume any necessary yearly training costs and related expenses. No person shall serve on the Committee unless he/she has participated in the FMCS training.

C. The Committee shall continue to make use of the service of a mediator from FMCS as the Committee determines is necessary, and with the recommendation of the assigned mediator.

D. The Committee shall meet at least one (1) time per each nine (9) week grading period unless mutually agreed upon by both parties. These dates shall be set prior to September 1. However, the Committee shall be empowered to meet more often at its own determination.

E. A written agenda shall be developed cooperatively by the Superintendent and the Association President for each meeting and distributed at least five (5) days before each meeting. The number of issues to be considered by the Committee at any meeting shall be limited to six (6), or a maximum of three (3) for each party. However, up to two (2) additional items may be added to the agenda if the problem becomes known after preparation of the agenda.

F. The mission and purpose of the Committee shall be to improve communications and to discuss existing and potential issues/problems, as well as their potential solutions that may arise between labor and management. Each party shall have the right to bring issues to the Committee for discussion which shall be heard.

G. The Committee shall not have the authority to discuss active grievances except as may be mutually agreed by the parties.

ARTICLE XIII – COLLEGE CREDIT PLUS

As a result of O.R.C. 3365.02, the Association and the Board agree to the following regarding the offering of a credit flexibility program within the District in accordance with the State Board of Education's credit flexibility plan

A. The instructional preparation for and teaching of courses offered through the CCP program shall be deemed bargaining unit work and shall be offered to bargaining unit members in accordance with terms of the agreement (Article VIII Section C). If no bargaining unit member is properly credentialed to teach the course(s), the Board shall compile a list of all volunteers who are willing to be credentialed.

B. Teaching a course that qualifies for the CCP program shall be voluntary, and no member shall be forced to meet the requirements to teach the course(s).

C. Payment for each class will be made no later than the second regularly scheduled pay date following submission of a grade report and proof of payment to the District treasurer.

D. Any member receiving a grade of "C" or lower in a class will not be reimbursed for any expenses for that class.

E. Prior to the beginning of each course, all bargaining unit members who participate in the CCP program shall be provided at least one (1) in-service day to visit the participating Institute of Higher Education (IHE) to engage in planning with the cooperating college instructor.

F. Funds for this program are separated from regular tuition reimbursement (Article IV Section I) and professional leave reimbursement (Article V Section E) of the Agreement. A member utilizing this program cannot participate in the regular tuition reimbursement until completion of the qualification process. If a beneficiary under this provision leaves the District voluntarily before a period of five (5) full school years following the final reimbursement, the member will be required to reimburse the District the funds. The amount will be due to the District by July 1 of the year when departure occurs.

G. No evaluation conducted by the IHE will be utilized in the District evaluation of the bargaining unit member.

H. The District shall not include CCP courses in the observation or evaluation of a bargaining unit member. Further, no student data collected in conjunction with the CCP course offerings shall be used in the calculation of a teacher's HQSD or any other student performance measure used in the evaluation of a member.

I. No bargaining unit position shall be eliminated or reduced, and no bargaining unit member shall be displaced as a result of the District's participation in the CCP program.

ARTICLE XIV – EFFECTS OF THE AGREEMENT

A. The terms of this Agreement will be effective, subject to the qualifications set forth in this section, from July 1, 2024 through June 30, 2027. The new salary and supplemental salary schedules become effective with the commencement of the new school year. Negotiations for a successor agreement to be effective July 1, 2027, will commence pursuant to the provisions of Article II Procedural Agreement.

B. This Agreement represents the full understanding and commitment between the parties and replaces all previous agreements relative to items contained herein. This Agreement may be added to, deleted from, or otherwise changed, only by an amendment properly signed by each party.

C. The Board 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 Agreement and any such policy or practice, then the terms of this Agreement shall prevail.

D. As soon as reasonably possible after the signing, copies of this Agreement shall be printed at the District's expense, and distributed to each employee. Each employee hired thereafter, also shall receive a copy. The Association shall be supplied with an additional ten (10) copies of the Agreement. Any subsequent revisions or amendments also shall be printed at the Board's expense, and distributed to each employee.

E. There shall be no reprisals of any kind taken against any teacher by reason of his/her membership in the Association or participation in any of its lawful activities. Signed in multi-copies, each signed copy of which shall be deemed an original, at Cadiz, Ohio, by the duly authorized representative of the parties this 25th day of July, 2024.

President, Harrison Hills Teachers' Association

Superintendent, Harrison Hills City School District

Chairman of the Negotiating Team, Harrison Hills Teachers' Association

Chairman of the Negotiating Team, Harrison Hills City School District

President – Harrison Hills City School District Board of Education

Certificate of Funds
O.R.C. §5075.412

We, the undersigned, President of the Board, Superintendent and Treasurer of the Harrison Hills City School District, hereby certify that the monies required to meet the obligations of the Board under the foregoing contract are available and will be lawfully appropriated for the term of this agreement. The School District has in effect, during the term of this Agreement, the authorization to levy taxes which will provide sufficient operating revenue to enable the District to maintain all personnel and programs, when combined with estimated revenue from all other sources available to the District at the time of certification. The program requirement includes all of the days on the school calendar for the current fiscal year and a number of days in the following fiscal years equal to the number of days that instruction was held or is scheduled for the current year.

President

Superintendent

Treasurer

Appendix A-1

HARRISON HILLS CITY SCHOOL DISTRICT
100 HUSKIES WAY
CADIZ, OHIO 43907
TELEPHONE: 740-942-7800

GRIEVANCE FORM I

GRIEVANCE NO.:_____ DATE:_____

GRIEVANT:_____

* * * * *

Nature of Grievance_____

_____

_____

_____

* * * * *

Settlement Desired_____

_____

_____

_____

* * * * *

Signed_____
(Grievant or Association Representative)

Appendix A-2

HARRISON HILLS CITY SCHOOL DISTRICT
100 HUSKIES WAY
CADIZ, OHIO 43907
TELEPHONE: 740-942-7800

GRIEVANCE FORM II
LEVEL II APPEAL TO THE SUPERINTENDENT

GRIEVANCE NO.:_____ DATE:_____

GRIEVANT:_____

* * * * *

Reason for Appeal_____

_____

_____

_____

* * * * *

Settlement Desired_____

_____

_____

_____

* * * * *

Signed_____
(Grievant or Association Representative)

Appendix A-3

HARRISON HILLS CITY SCHOOL DISTRICT
100 HUSKIES WAY
CADIZ, OHIO 43907
TELEPHONE: 740-942-7800

GRIEVANCE FORM III
LEVEL III APPEAL TO THE BOARD OF EDUCATION

GRIEVANCE NO.:_____ DATE:_____

GRIEVANT:_____

* * * * *

Reasons for Appeal_____

_____

_____

_____

* * * * *

Settlement_____

_____

_____

_____

* * * * *

Signed_____
(Grievant or Association Representative)

Appendix B-1

5.00%

FY 2025		NON-DEGREE	B.A. B.S.	5-YEAR	M.A.	M.A. +18	M.A. +34
0	Index	0.900	1.000	1.040	1.100	1.150	1.170
	Salary	$35,631	$39,590	$41,173	$43,548	$45,528	$46,320
1	Index	0.940	1.042	1.090	1.160	1.210	1.230
	Salary	$37,214	$41,252	$43,153	$45,924	$47,903	$48,695
2	Index	0.980	1.084	1.140	1.220	1.270	1.290
	Salary	$38,798	$42,915	$45,132	$48,299	$50,279	$51,071
3	Index	1.020	1.126	1.190	1.280	1.330	1.350
	Salary	$40,381	$44,578	$47,112	$50,675	$52,654	$53,446
4	Index	1.060	1.168	1.240	1.340	1.390	1.410
	Salary	$41,965	$46,241	$49,091	$53,050	$55,029	$55,821
5	Index	1.100	1.210	1.290	1.400	1.450	1.470
	Salary	$43,548	$47,903	$51,071	$55,425	$57,405	$58,197
6	Index	1.140	1.252	1.340	1.460	1.510	1.530
	Salary	$45,132	$49,566	$53,050	$57,801	$59,780	$60,572
7	Index	1.180	1.294	1.390	1.520	1.570	1.590
	Salary	$46,716	$51,229	$55,029	$60,176	$62,156	$62,947
8	Index	1.220	1.336	1.440	1.580	1.630	1.650
	Salary	$48,299	$52,892	$57,009	$62,551	$64,531	$65,323
9	Index	1.260	1.378	1.490	1.640	1.690	1.710
	Salary	$49,883	$54,554	$58,988	$64,927	$66,906	$67,698
10	Index	1.300	1.420	1.540	1.700	1.750	1.770
	Salary	$51,466	$56,217	$60,968	$67,302	$69,282	$70,073
11	Index	1.300	1.462	1.590	1.760	1.810	1.830
	Salary	$51,466	$57,880	$62,947	$69,678	$71,657	$72,449
12	Index	1.300	1.504	1.640	1.820	1.870	1.890
	Salary	$51,466	$59,543	$64,927	$72,053	$74,032	$74,824
13	Index	1.300	1.546	1.690	1.880	1.930	1.950
	Salary	$51,466	$61,205	$66,906	$74,428	$76,408	$77,200
18	Index	1.330	1.576	1.720	1.910	1.960	1.980
	Salary	$52,654	$62,393	$68,094	$75,616	$77,595	$78,387
23	Index	1.360	1.606	1.750	1.940	1.990	2.010
	Salary	$53,842	$63,581	$69,282	$76,804	$78,783	$79,575
27	Index	1.390	1.636	1.780	1.970	2.020	2.040
	Salary	$55,029	$64,768	$70,469	$77,991	$79,971	$80,763
30	Index	1.420	1.666	1.810	2.000	2.050	2.070
	Salary	$56,217	$65,956	$71,657	$79,179	$81,159	$81,950
32	Index	1.450	1.696	1.840	2.030	2.080	2.100
	Salary	$57,405	$67,144	$72,845	$80,367	$82,346	$83,138

Appendix B-2

Supplemental Job Descriptions	Index	2024-2025 Base $39,590					
		0	1	2	3	4	5
Administrative -	N/A						
Athletic Director - Assistant (2)	9.00%	$3,563	$3,713	$3,862	$4,012	$4,162	$4,311
Baseball Varsity	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Baseball Varsity Assistant	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Baseball Assistant (2)	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Basketball Varsity	15.00%	$5,938	$6,188	$6,437	$6,687	$6,936	$7,185
Basketball Varsity Assistant	10.00%	$3,959	$4,125	$4,292	$4,458	$4,624	$4,790
Basketball Assistant (2)	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Basketball - 7th Grade	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Basketball - 7th Grade Assistant*	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Basketball - 8th Grade	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Basketball - 8th Grade Assistant*	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Cross Country Varsity	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Cross Country Assistant	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Cross Country Jr. High	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Football Varsity	15.00%	$5,938	$6,188	$6,437	$6,687	$6,936	$7,185
Football Varsity Assistant (3)	10.00%	$3,959	$4,125	$4,292	$4,458	$4,624	$4,790
Football Assistant (3)	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Football Jr. High Head	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Football Jr. High Assistant (2)	5.00%	$1,979	$2,063	$2,146	$2,229	$2,312	$2,395
Golf Varsity	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Golf Assistant	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Softball Varsity	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Softball Varsity Assistant	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Softball Assistant (2)	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874

Track Varsity (1 Boys/1 Girls)	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Track Varsity Assistant (1 Boys/1 Girls)	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Track Jr. High (1 Boys/1 Girls)	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Volleyball Varsity	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Volleyball Varsity Assistant	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Volleyball Assistant (2)	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Volleyball - 7th Grade	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Volleyball 7th Grade Assistant*	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Volleyball - 8th Grade	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Volleyball 8th Grade Assistant*	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Wrestling Varsity	13.00%	$5,147	$5,363	$5,579	$5,795	$6,011	$6,227
Wrestling Varsity Assistant	8.50%	$3,365	$3,506	$3,648	$3,789	$3,930	$4,072
Wrestling Assistant (2)	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Wrestling Jr. High Head	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Wrestling Jr. High Assistant	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Soccer Varsity (1 Boys/1 Girls)	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Soccer Assistant (1 Boys/1 Girls)	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Bowling Varsity	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Bowling Assistant	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Marching Band	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Marching Band Assistant	5.00%	$1,979	$2,063	$2,146	$2,229	$2,312	$2,395
Marching Band/Percussion	3.00%	$1,188	$1,238	$1,287	$1,337	$1,387	$1,437
Pep Band Varsity	2.00%	$792	$825	$858	$892	$925	$958
Marching Band/Flags (5 member squad)	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Vocal Concert Director	3.00%	$1,188	$1,238	$1,287	$1,337	$1,387	$1,437
Junior High Choir	1.50%	$594	$619	$644	$669	$694	$719
Cheerleader Varsity	11.00%	$4,355	$4,538	$4,721	$4,904	$5,086	$5,269
Cheerleader Varsity Assistant	8.00%	$3,167	$3,300	$3,433	$3,566	$3,699	$3,832
Cheerleader Assistant	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Cheerleader 7th Grade	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Cheerleader 8th Grade	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Pep Club Advisor	2.00%	$792	$825	$858	$892	$925	$958

Student Council High School	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Senior Class Advisor	5.00%	$1,979	$2,063	$2,146	$2,229	$2,312	$2,395
Junior Class Advisor	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Sophomore Class Advisor	2.00%	$792	$825	$858	$892	$925	$958
Freshman Class Advisor	2.00%	$792	$825	$858	$892	$925	$958
7th Grade Class Advisor	1.50%	$594	$619	$644	$669	$694	$719
8th Grade Class Advisor	1.50%	$594	$619	$644	$669	$694	$719
Academic Challenge Coach	5.00%	$1,979	$2,063	$2,146	$2,229	$2,312	$2,395
Close Up Advisor	1.00%	$396	$413	$429	$446	$462	$479
Thespian Advisor	1.00%	$396	$413	$429	$446	$462	$479
TI Advisor	1.00%	$396	$413	$429	$446	$462	$479
Junior OMUN	1.00%	$396	$413	$429	$446	$462	$479
Senior OMUN	1.00%	$396	$413	$429	$446	$462	$479
Tech Prep Advisor (2)	2.00%	$792	$825	$858	$892	$925	$958
Annual High School (yearbook)**	7.00%	$2,771	$2,888	$3,004	$3,120	$3,237	$3,353
Newspaper High School (9 issues)**	6.00%	$2,375	$2,475	$2,575	$2,675	$2,774	$2,874
Power of the Pen	1.00%	$396	$413	$429	$446	$462	$479
Debate Team	2.00%	$792	$825	$858	$892	$925	$958
Play Director - Non Musical	3.00%	$1,188	$1,238	$1,287	$1,337	$1,387	$1,437
Play Director - Musical	4.00%	$1,584	$1,650	$1,717	$1,783	$1,850	$1,916
Play Director - Assistant Non Musical	2.00%	$792	$825	$858	$892	$925	$958
Play Director - Assistant (Musical) - (2)	3.00%	$1,188	$1,238	$1,287	$1,337	$1,387	$1,437
Spelling Bee Coordinator Jr. High School	2.00%	$792	$825	$858	$892	$925	$958
Spelling Bee Coordinator Elementary	2.00%	$792	$825	$858	$892	$925	$958
Online Instructor - per lesson***	$100.00	per student per semester					

Note:

All program(s) will be dependent upon sufficient numbers to field a team and complete a full schedule. Sufficient numbers are to be determined by the Administration.

If a decrease in numbers necessitate the cancellation of a program, and a supplemental assignment cannot be completed, the contract holder will receive a pro-rated amount for the portion of the program completed.

Musical/Non-Musical

There will be two (2) productions each school year. Every attempt will be made to ensure that there is one (1) non-musical and musical production. In the event there is no bargaining unit member applicant for the musical, a non-musical production will be posted by the end of November. If the second production is a non-musical production, it will be paid at 2%

*These positions will be filled as long as there are more than 15 students in the program at each junior high level.

**If part of a class, this supplemental will not be offered.

***Payment will not be made when an additional planning period is provided.

4.00%

FY 2026

		NON-DEGREE	B.A. B.S.	5-YEAR	M.A.	M.A. +18	M.A. +34
0	Index	0.900	1.000	1.040	1.100	1.150	1.170
	Salary	$37,056	$41,173	$42,820	$45,290	$47,349	$48,173
1	Index	0.940	1.042	1.090	1.160	1.210	1.230
	Salary	$38,703	$42,902	$44,879	$47,761	$49,819	$50,643
2	Index	0.980	1.084	1.140	1.220	1.270	1.290
	Salary	$40,350	$44,632	$46,937	$50,231	$52,290	$53,113
3	Index	1.020	1.126	1.190	1.280	1.330	1.350
	Salary	$41,997	$46,361	$48,996	$52,702	$54,760	$55,584
4	Index	1.060	1.168	1.240	1.340	1.390	1.410
	Salary	$43,644	$48,090	$51,055	$55,172	$57,231	$58,054
5	Index	1.100	1.210	1.290	1.400	1.450	1.470
	Salary	$45,290	$49,819	$53,113	$57,642	$59,701	$60,524
6	Index	1.140	1.252	1.340	1.460	1.510	1.530
	Salary	$46,937	$51,549	$55,172	$60,113	$62,171	$62,995
7	Index	1.180	1.294	1.390	1.520	1.570	1.590
	Salary	$48,584	$53,278	$57,231	$62,583	$64,642	$65,465
8	Index	1.220	1.336	1.440	1.580	1.630	1.650
	Salary	$50,231	$55,007	$59,289	$65,054	$67,112	$67,936
9	Index	1.260	1.378	1.490	1.640	1.690	1.710
	Salary	$51,878	$56,737	$61,348	$67,524	$69,583	$70,406
10	Index	1.300	1.420	1.540	1.700	1.750	1.770
	Salary	$53,525	$58,466	$63,407	$69,994	$72,053	$72,876
11	Index	1.300	1.462	1.590	1.760	1.810	1.830
	Salary	$53,525	$60,195	$65,465	$72,465	$74,523	$75,347
12	Index	1.300	1.504	1.640	1.820	1.870	1.890
	Salary	$53,525	$61,924	$67,524	$74,935	$76,994	$77,817
13	Index	1.300	1.546	1.690	1.880	1.930	1.950
	Salary	$53,525	$63,654	$69,583	$77,405	$79,464	$80,288
18	Index	1.330	1.576	1.720	1.910	1.960	1.980
	Salary	$54,760	$64,889	$70,818	$78,641	$80,699	$81,523
23	Index	1.360	1.606	1.750	1.940	1.990	2.010
	Salary	$55,995	$66,124	$72,053	$79,876	$81,935	$82,758
27	Index	1.390	1.636	1.780	1.970	2.020	2.040
	Salary	$57,231	$67,359	$73,288	$81,111	$83,170	$83,993
30	Index	1.420	1.666	1.810	2.000	2.050	2.070
	Salary	$58,466	$68,594	$74,523	$82,346	$84,405	$85,228
32	Index	1.450	1.696	1.840	2.030	2.080	2.100
	Salary	$59,701	$69,830	$75,759	$83,581	$85,640	$86,464

Appendix B-4

Recommended HHCSD Supplemental Job Descriptions	Recommended Index	2025-2026 Base $41,173					
		0	1	2	3	4	5
Administrative -	N/A						
Athletic Director - Assistant (2)	9.00%	$3,706	$3,861	$4,017	$4,172	$4,328	$4,484
Baseball Varsity	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Baseball Varsity Assistant	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Baseball Assistant (2)	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Basketball Varsity	15.00%	$6,176	$6,435	$6,695	$6,954	$7,214	$7,473
Basketball Varsity Assistant	10.00%	$4,117	$4,290	$4,463	$4,636	$4,809	$4,982
Basketball Assistant (2)	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Basketball - 7th Grade	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Basketball - 7th Grade Assistant*	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Basketball - 8th Grade	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Basketball - 8th Grade Assistant*	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Cross Country Varsity	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Cross Country Assistant	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Cross Country Jr. High	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Football Varsity	15.00%	$6,176	$6,435	$6,695	$6,954	$7,214	$7,473
Football Varsity Assistant (3)	10.00%	$4,117	$4,290	$4,463	$4,636	$4,809	$4,982
Football Assistant (3)	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Football Jr. High Head	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Football Jr. High Assistant (2)	5.00%	$2,059	$2,145	$2,232	$2,318	$2,405	$2,491
Golf Varsity	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Golf Assistant	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Softball Varsity	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Softball Varsity Assistant	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Softball Assistant (2)	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989

Track Varsity (1 Boys/1 Girls)	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Track Varsity Assistant (1 Boys/1 Girls)	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Track Jr. High (1 Boys/1 Girls)	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Volleyball Varsity	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Volleyball Varsity Assistant	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Volleyball Assistant (2)	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Volleyball - 7th Grade	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Volleyball 7th Grade Assistant*	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Volleyball - 8th Grade	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Volleyball 8th Grade Assistant*	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Wrestling Varsity	13.00%	$5,353	$5,577	$5,802	$6,027	$6,252	$6,477
Wrestling Varsity Assistant	8.50%	$3,500	$3,647	$3,794	$3,941	$4,088	$4,235
Wrestling Assistant (2)	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Wrestling Jr. High Head	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Wrestling Jr. High Assistant	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Soccer Varsity (1 Boys/1 Girls)	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Soccer Assistant (1 Boys/1 Girls)	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Bowling Varsity	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Bowling Assistant	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Marching Band	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Marching Band Assistant	5.00%	$2,059	$2,145	$2,232	$2,318	$2,405	$2,491
Marching Band/Percussion	3.00%	$1,235	$1,287	$1,339	$1,391	$1,443	$1,495
Pep Band Varsity	2.00%	$823	$858	$893	$927	$962	$996
Marching Band/Flags (5 member squad)	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Vocal Concert Director	3.00%	$1,235	$1,287	$1,339	$1,391	$1,443	$1,495
Junior High Choir	1.50%	$618	$644	$669	$695	$721	$747
Cheerleader Varsity	11.00%	$4,529	$4,719	$4,909	$5,100	$5,290	$5,480
Cheerleader Varsity Assistant	8.00%	$3,294	$3,432	$3,571	$3,709	$3,847	$3,986
Cheerleader Assistant	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Cheerleader 7th Grade	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Cheerleader 8th Grade	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Pep Club Advisor	2.00%	$823	$858	$893	$927	$962	$996

Student Council High School	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Senior Class Advisor	5.00%	$2,059	$2,145	$2,232	$2,318	$2,405	$2,491
Junior Class Advisor	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Sophomore Class Advisor	2.00%	$823	$858	$893	$927	$962	$996
Freshman Class Advisor	2.00%	$823	$858	$893	$927	$962	$996
7th Grade Class Advisor	1.50%	$618	$644	$669	$695	$721	$747
8th Grade Class Advisor	1.50%	$618	$644	$669	$695	$721	$747
Academic Challenge Coach	5.00%	$2,059	$2,145	$2,232	$2,318	$2,405	$2,491
Close Up Advisor	1.00%	$412	$429	$446	$464	$481	$498
Thespian Advisor	1.00%	$412	$429	$446	$464	$481	$498
TI Advisor	1.00%	$412	$429	$446	$464	$481	$498
Junior OMUN	1.00%	$412	$429	$446	$464	$481	$498
Senior OMUN	1.00%	$412	$429	$446	$464	$481	$498
Tech Prep Advisor (2)	2.00%	$823	$858	$893	$927	$962	$996
Annual High School (yearbook)**	7.00%	$2,882	$3,003	$3,124	$3,245	$3,366	$3,487
Newspaper High School (9 issues)**	6.00%	$2,470	$2,574	$2,678	$2,782	$2,885	$2,989
Power of the Pen	1.00%	$412	$429	$446	$464	$481	$498
Debate Team	2.00%	$823	$858	$893	$927	$962	$996
Play Director - Non Musical	3.00%	$1,235	$1,287	$1,339	$1,391	$1,443	$1,495
Play Director - Musical	4.00%	$1,647	$1,716	$1,785	$1,854	$1,924	$1,993
Play Director - Assistant Non Musical	2.00%	$823	$858	$893	$927	$962	$996
Play Director - Assistant (Musical) - (2)	3.00%	$1,235	$1,287	$1,339	$1,391	$1,443	$1,495
Spelling Bee Coordinator Jr. High School	2.00%	$823	$858	$893	$927	$962	$996
Spelling Bee Coordinator Elementary	2.00%	$823	$858	$893	$927	$962	$996
Online Instructor - per lesson***	$100.00	per student per semester					

Note:

All program(s) will be dependent upon sufficient numbers to field a team and complete a full schedule. Sufficient numbers are to be determined by the Administration.

If a decrease in numbers necessitate the cancellation of a program, and a supplemental assignment cannot be completed, the contract holder will receive a pro-rated amount for the portion of the program completed.

Musical/Non-Musical
There will be two (2) productions each school year. Every attempt will be made to ensure that there is one (1) non-musical and musical production. In the event there is no bargaining unit member applicant for the musical, a non-musical production will be posted by the end of November. If the second production is a non-musical production, it will be paid at 2%

*These positions will be filled as long as there are more than 15 students in the program at each junior high level.

**If part of a class, this supplemental will not be offered.

***Payment will not be made when an additional planning period is provided.

Appendix B-5

4.00%

FY 2027

		NON-DEGREE	B.A. B.S.	5-YEAR	M.A.	M.A. +18	M.A. +34
0	Index	0.900	1.000	1.040	1.100	1.150	1.170
	Salary	$38,538	$42,820	$44,533	$47,102	$49,243	$50,099
1	Index	0.940	1.042	1.090	1.160	1.210	1.230
	Salary	$40,251	$44,618	$46,674	$49,671	$51,812	$52,669
2	Index	0.980	1.084	1.140	1.220	1.270	1.290
	Salary	$41,964	$46,417	$48,815	$52,240	$54,381	$55,238
3	Index	1.020	1.126	1.190	1.280	1.330	1.350
	Salary	$43,676	$48,215	$50,956	$54,810	$56,951	$57,807
4	Index	1.060	1.168	1.240	1.340	1.390	1.410
	Salary	$45,389	$50,014	$53,097	$57,379	$59,520	$60,376
5	Index	1.100	1.210	1.290	1.400	1.450	1.470
	Salary	$47,102	$51,812	$55,238	$59,948	$62,089	$62,945
6	Index	1.140	1.252	1.340	1.460	1.510	1.530
	Salary	$48,815	$53,611	$57,379	$62,517	$64,658	$65,515
7	Index	1.180	1.294	1.390	1.520	1.570	1.590
	Salary	$50,528	$55,409	$59,520	$65,086	$67,227	$68,084
8	Index	1.220	1.336	1.440	1.580	1.630	1.650
	Salary	$52,240	$57,208	$61,661	$67,656	$69,797	$70,653
9	Index	1.260	1.378	1.490	1.640	1.690	1.710
	Salary	$53,953	$59,006	$63,802	$70,225	$72,366	$73,222
10	Index	1.300	1.420	1.540	1.700	1.750	1.770
	Salary	$55,666	$60,804	$65,943	$72,794	$74,935	$75,791
11	Index	1.300	1.462	1.590	1.760	1.810	1.830
	Salary	$55,666	$62,603	$68,084	$75,363	$77,504	$78,361
12	Index	1.300	1.504	1.640	1.820	1.870	1.890
	Salary	$55,666	$64,401	$70,225	$77,932	$80,073	$80,930
13	Index	1.300	1.546	1.690	1.880	1.930	1.950
	Salary	$55,666	$66,200	$72,366	$80,502	$82,643	$83,499
18	Index	1.330	1.576	1.720	1.910	1.960	1.980
	Salary	$56,951	$67,484	$73,650	$81,786	$83,927	$84,784
23	Index	1.360	1.606	1.750	1.940	1.990	2.010
	Salary	$58,235	$68,769	$74,935	$83,071	$85,212	$86,068
27	Index	1.390	1.636	1.780	1.970	2.020	2.040
	Salary	$59,520	$70,054	$76,220	$84,355	$86,496	$87,353
30	Index	1.420	1.666	1.810	2.000	2.050	2.070
	Salary	$60,804	$71,338	$77,504	$85,640	$87,781	$88,637
32	Index	1.450	1.696	1.840	2.030	2.080	2.100
	Salary	$62,089	$72,623	$78,789	$86,925	$89,066	$89,922

Recommended HHCSD Supplemental Job Descriptions	Recommended Index	2026-2027 Base $42,820					
		0	1	2	3	4	5
Administrative -	N/A						
Athletic Director - Assistant (2)	9.00%	$3,854	$4,016	$4,178	$4,339	$4,501	$4,663
Baseball Varsity	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Baseball Varsity Assistant	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Baseball Assistant (2)	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Basketball Varsity	15.00%	$6,423	$6,693	$6,963	$7,232	$7,502	$7,772
Basketball Varsity Assistant	10.00%	$4,282	$4,462	$4,642	$4,822	$5,001	$5,181
Basketball Assistant (2)	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Basketball - 7th Grade	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Basketball - 7th Grade Assistant*	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Basketball - 8th Grade	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Basketball - 8th Grade Assistant*	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Cross Country Varsity	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Cross Country Assistant	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Cross Country Jr. High	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Football Varsity	15.00%	$6,423	$6,693	$6,963	$7,232	$7,502	$7,772
Football Varsity Assistant (3)	10.00%	$4,282	$4,462	$4,642	$4,822	$5,001	$5,181
Football Assistant (3)	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Football Jr. High Head	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Football Jr. High Assistant (2)	5.00%	$2,141	$2,231	$2,321	$2,411	$2,501	$2,591
Golf Varsity	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Golf Assistant	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Softball Varsity	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Softball Varsity Assistant	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Softball Assistant (2)	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109

Track Varsity (1 Boys/1 Girls)	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Track Varsity Assistant (1 Boys/1 Girls)	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Track Jr. High (1 Boys/1 Girls)	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Volleyball Varsity	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Volleyball Varsity Assistant	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Volleyball Assistant (2)	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Volleyball - 7th Grade	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Volleyball 7th Grade Assistant*	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Volleyball - 8th Grade	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Volleyball 8th Grade Assistant*	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Wrestling Varsity	13.00%	$5,567	$5,800	$6,034	$6,268	$6,502	$6,736
Wrestling Varsity Assistant	8.50%	$3,640	$3,793	$3,945	$4,098	$4,251	$4,404
Wrestling Assistant (2)	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Wrestling Jr. High Head	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Wrestling Jr. High Assistant	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Soccer Varsity (1 Boys/1 Girls)	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Soccer Assistant (1 Boys/1 Girls)	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Bowling Varsity	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Bowling Assistant	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Marching Band	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Marching Band Assistant	5.00%	$2,141	$2,231	$2,321	$2,411	$2,501	$2,591
Marching Band/Percussion	3.00%	$1,285	$1,339	$1,393	$1,446	$1,500	$1,554
Pep Band Varsity	2.00%	$856	$892	$928	$964	$1,000	$1,036
Marching Band/Flags (5 member squad)	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Vocal Concert Director	3.00%	$1,285	$1,339	$1,393	$1,446	$1,500	$1,554
Junior High Choir	1.50%	$642	$669	$696	$723	$750	$777
Cheerleader Varsity	11.00%	$4,710	$4,908	$5,106	$5,304	$5,502	$5,699
Cheerleader Varsity Assistant	8.00%	$3,426	$3,569	$3,713	$3,857	$4,001	$4,145
Cheerleader Assistant	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Cheerleader 7th Grade	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Cheerleader 8th Grade	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Pep Club Advisor	2.00%	$856	$892	$928	$964	$1,000	$1,036

Student Council High School	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Senior Class Advisor	5.00%	$2,141	$2,231	$2,321	$2,411	$2,501	$2,591
Junior Class Advisor	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Sophomore Class Advisor	2.00%	$856	$892	$928	$964	$1,000	$1,036
Freshman Class Advisor	2.00%	$856	$892	$928	$964	$1,000	$1,036
7th Grade Class Advisor	1.50%	$642	$669	$696	$723	$750	$777
8th Grade Class Advisor	1.50%	$642	$669	$696	$723	$750	$777
Academic Challenge Coach	5.00%	$2,141	$2,231	$2,321	$2,411	$2,501	$2,591
Close Up Advisor	1.00%	$428	$446	$464	$482	$500	$518
Thespian Advisor	1.00%	$428	$446	$464	$482	$500	$518
TI Advisor	1.00%	$428	$446	$464	$482	$500	$518
Junior OMUN	1.00%	$428	$446	$464	$482	$500	$518
Senior OMUN	1.00%	$428	$446	$464	$482	$500	$518
Tech Prep Advisor (2)	2.00%	$856	$892	$928	$964	$1,000	$1,036
Annual High School (yearbook)**	7.00%	$2,997	$3,123	$3,249	$3,375	$3,501	$3,627
Newspaper High School (9 issues)**	6.00%	$2,569	$2,677	$2,785	$2,893	$3,001	$3,109
Power of the Pen	1.00%	$428	$446	$464	$482	$500	$518
Debate Team	2.00%	$856	$892	$928	$964	$1,000	$1,036
Play Director - Non Musical	3.00%	$1,285	$1,339	$1,393	$1,446	$1,500	$1,554
Play Director - Musical	4.00%	$1,713	$1,785	$1,857	$1,929	$2,001	$2,072
Play Director - Assistant Non Musical	2.00%	$856	$892	$928	$964	$1,000	$1,036
Play Director - Assistant (Musical) - (2)	3.00%	$1,285	$1,339	$1,393	$1,446	$1,500	$1,554
Spelling Bee Coordinator Jr. High School	2.00%	$856	$892	$928	$964	$1,000	$1,036
Spelling Bee Coordinator Elementary	2.00%	$856	$892	$928	$964	$1,000	$1,036
Online Instructor - per lesson***	$100.00	per student per semester					

Note:

All program(s) will be dependent upon sufficient numbers to field a team and complete a full schedule. Sufficient numbers are to be determined by the Administration.

If a decrease in numbers necessitate the cancellation of a program, and a supplemental assignment cannot be completed, the contract holder will receive a pro-rated amount for the portion of the program completed.

Musical/Non-Musical

There will be two (2) productions each school year. Every attempt will be made to ensure that there is one (1) non-musical and musical production. In the event there is no bargaining unit member applicant for the musical, a non-musical production will be posted by the end of November. If the second production is a non-musical production, it will be paid at 2%

*These positions will be filled as long as there are more than 15 students in the program at each junior high level.

**If part of a class, this supplemental will not be offered.

***Payment will not be made when an additional planning period is provided.

APPENDIX D-1
HARRISON HILLS CITY SCHOOL DISTRICT
Teacher Summative Evaluation Form

Teacher_____
Observer_____
Date_____
Subject and Grade_____
Time_____
Period_____

Appraisal scale: E-Exemplary
S-Satisfactory
NI-Needs Improvement
NA-Not observed/Not applicable

Domain A: Organized Content Knowledge for Student Learning

_____A1. Is familiar with relevant aspects of students background knowledge and experiences

_____A2. Articulates clear learning goals for the lesson that are appropriate for the students

_____A3. Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future

_____A4. Creates or selects teaching methods, learning activities and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson

_____A5. Uses a variety of evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

_____A6. Demonstrates knowledge of content

Domain B: Creates an Environment for Student Learning

_____B1. Creates a climate that promotes fairness
_____B2. Establishes and maintains rapport with students
_____B3. Communicates challenging learning expectations to each student
_____B4. Establishes and maintains consistent standards of classroom behavior
_____B5. Makes the physical environment as safe and conducive to learning as possible.

Domain C: Teaches for Student Learning

_____C1. Makes learning goals and instruction procedures clear to students
_____C2. Makes content comprehensible to students
_____C3. Encourages students to extend their thinking
_____C4. Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning and adjusting learning activities as the situation demands
_____C5. Uses instructional time effectively (time on task)
_____C6. Incorporates and implements technology usage in the classroom

Domain D: Teacher Professionalism

_____D1. Reflects on the learning goals
_____D2. Demonstrates a sense of efficacy
_____D3. Builds professional relationships with colleagues and professional development
_____D4. Communication
_____D5. Punctuality
_____D6. Organization/Management
_____D7. Requirements

Observer's Comments:

Teacher's Comments:

_____
Observer's signature

_____
Teacher's signature

_____
Conference Date

The signature of the teacher does not indicate agreement with rating or comments, but rather that he/she received a copy of this form.

Appendix D-2

Ohio | Department of Education

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

Teacher Performance Evaluation Rubric

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

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

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

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

Instruction and Assessment

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

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

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

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

Instruction and Assessment					
		Ineffective	Developing	Skilled	Accomplished
	Evidence				

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

Evaluator's Signature: _____

Teacher's Signature: _____

Conference Date: _____

The signature of the teacher does not indicate agreement with rating or comments, but rather that the teacher has received a copy of this form.

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Appendix D-3

Informal Observation: 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 an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS	
☐ Instruction is developmentally appropriate	☐ Lesson content is linked to previous and future learning
☐ Learning outcomes and goals are clearly communicated to students	☐ Classroom learning environment is safe and conducive to learning
☐ Varied instructional tools and strategies reflect student needs and learning objectives	☐ Teacher provides students with timely and responsive feedback
☐ Content presented is accurate and grade appropriate	☐ Instructional time is used effectively
☐ Teacher connects lesson to real-life applications	☐ Routines support learning goals and activities
☐ Instruction and lesson activities are accessible and challenging for students	☐ Multiple methods of assessment of student learning are utilized to guide instruction
☐ Other:	☐ Other:

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature _____

Teacher Signature _____ Date signed or emailed _____

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Appendix D-4

Pre-Observation Planning and Lesson Reflection Resource Questions

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

INSTRUCTIONAL PLANNING

FOCUS (Standard 4: Instruction)

- What is the focus for the lesson?
- What content will students know/understand? What skills will they demonstrate?
- What standards are addressed in the planned instruction?
- Why is this learning important?

ASSESSMENT DATA (Standard 3: Assessment)

- What assessment data was examined to inform this lesson planning?
- What does pre-assessment data indicate about student learning needs?

PRIOR CONTENT KNOWLEDGE/ SEQUENCE/CONNECTIONS
(Standard 1: Students / Standard 2: Content / Standard 4: Instruction)

- What prior knowledge do students need?
- What are the connections to previous and future learning?
- How does this lesson connect to students' real-life experiences and/or possible careers?
- How does it connect to other disciplines?

KNOWLEDGE OF STUDENTS (Standard 1: Students)

- What should the evaluator know about the student population? (See *Data Measures Inventory for the Classroom*)
- How is this a developmentally appropriate learning activity?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY (Standard 2: Content / Standard 4: Instruction)

- How will the goals for learning be communicated to students?
- What instructional strategies and methods will be used to engage students and promote independent learning and problem solving?
- What strategies will be used to make sure all students achieve lesson goals?
- How will content-specific concepts, assumptions, and skills be taught?

DIFFERENTIATION (Standard 1: Students / Standard 4: Instruction)

- How will the instructional strategies address all students' learning needs?
- How will the lesson engage and challenge students of all levels?
- How will developmental gaps be addressed?

RESOURCES (Standard 2: Content / Standard 4: Instruction)

- What resources/materials will be used for instruction?
- How will technology be integrated into lesson delivery?

CLASSROOM ENVIRONMENT
(Standard 1: Students / Standard 5: Learning Environment)

- How will the environment support all students?
- How will different grouping strategies be used?
- How will safety in the classroom be ensured?
- How will respect for all be modeled and taught?

ASSESSMENT OF STUDENT LEARNING
(Standard 3: Assessment)

- How will you check for understanding during the lesson?
- What specific products or demonstrations will assess student learning / achievement of goals for instruction?
- How will you ensure that students understand how they are doing and support students' self-assessment?
- How will you use assessment data to inform your next steps?

PROFESSIONAL RESPONSIBILITIES

COLLABORATION AND COMMUNICATION (Standard 6)

- How do you cooperate with colleagues?
- How do you work with others when there is a problem?
- What is your communication style with students? With families? With colleagues?
- In what ways do you seek the perspectives of others? Give an example.

PROFESSIONAL RESPONSIBILITY AND GROWTH (Standard 7)

- How do you apply knowledge gained from other experiences into your teaching?
- Discuss ways you reflect and analyze your teaching.
- What are some proactive ways you further your own professional growth?

Appendix D-5

Student Learning Objective (SLO) Template

This template should be completed while referring to the SLO Template Checklist.

Teacher Name: _____ Content Area and Course(s): _____ Grade Level(s): _____ Academic Year: _____

Please use the guidance provided in addition to this template to develop components of the student learning objective and populate each component in the space below.

Baseline and Trend Data
What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population
Which students will be included in this SLO? Include course, grade level, and number of students.

Interval of Instruction
What is the duration of the course that the SLO will cover? Include beginning and end dates.

Standards and Content
To what related standards is the SLO aligned?

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Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Appendix D-6

Ohio Teacher Evaluation System

Self-Assessment

Self-Assessment Summary Tool

Directions: Teachers should record evidence to indicate strengths and areas for growth for each standard. Then, look across all of the stand 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 academic content 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 academic content 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 an environment that is conducive to learning for all students			
Standard 6: Collaboration & Communicati	• Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies			
Standard 7: Professional Responsibility and Growth	• Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement			

Appendix D-7

Ohio Teacher Evaluation System | **Professional Growth Plan**

Professional Growth Plan

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

☐ **Self-Directed**

☐ **Collaborative** Teacher Evaluator

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

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

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

Ohio | [illegible]

Appendix D-8

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/ her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

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

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

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

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

Improvement Plan (continued)

Section 3: Specific Plan of Action

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

Section 4: Assistance and Professional Development

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

Date for this Improvement Plan to Be Evaluated:

Teacher's Signature: ____ Date: ____

Evaluator's Signature: ____Date: ____

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

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APPENDIX D-9

Ohio Teacher Evaluation System | Improvement Plan

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: ____ Date: ____

Evaluator's Signature: ____ Date: ____

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

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

Ohio | Department of Education

Appendix D-10

Ohio Teacher Evaluation System | **Final Summative Rating**

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 50%	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**	
Cumulative Performance Rating (Holistic Rating using Performance Rubric)					
Areas of reinforcement/refinement:					
Student Growth Data 50%	**LEAST EFFECTIVE**	**APPROACHING AVERAGE**	**AVERAGE**	**ABOVE AVERAGE**	**MOST EFFECTIVE**
Areas of reinforcement/refinement:					
Final Summative (Overall) Rating:	**INEFFECTIVE**	**DEVELOPING**	**SKILLED**	**ACCOMPLISHED**	

☐ Check here if Improvement Plan has been recommended.

Teacher Signature_____ **Date**_____
Evaluator Signature_____ **Date**_____

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.
Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

Ohio | Department of Education

APPENDIX E

HARRISON HILLS CITY SCHOOL DISTRICT

EMPLOYEE SUBSTITUTION FORM

NAME:_____ DATE:_____

BUILDING:_____

CLASS(ES) OR ASSIGNED DUTY:_____

_____

_____

ROOM NUMBER:_____ BUILDING PRINCIPAL:_____

TEACHER ASSIGNED DURING HIS/HER:

_____PLANNING PERIOD

_____DUTY FREE LUNCH PERIOD

_____ _____

PRINCIPAL'S SIGNATURE TEACHER'S SIGNATURE

_____ _____

DATE DATE

Appendix F

EXTENDED TIME

HARRISON HILLS CITY SCHOOL DISTRICT
P. 0. BOX 356
CADIZ, OH 43976

Pay Group	**Area**	**Current Number Of Extended Days**
Music	Harrison Central High School	10
Vocational	Harrison Central High School (Vocational Ag)	20
Guidance	Harrison Central Junior/Senior High School	30
	For all guidance counselors hired on or after 7/1/2024	20
Speech Therapist		5

APPENDIX G

HARRISON HILLS SCHOOL DISTRICT
Medical Benefits

Plan Type	Network	Non-Network
Waiting Period and Eligibility	Coverage begins on first day of the month following date of hire	
Dependents covered	Spouse, Children to age 19, 25 if full time student	
Deductible	$100 with no cross application	$200 with no cross application
Family Deductible	$200 with no cross application	$400 with no cross application
Out-of-Pocket Limits (excl. deductible)	$250 per person with no cross application	$750 per person with no cross application
Lifetime Benefits	$2,000,000	$2,000,000
Coinsurance Levels	90%	80%
Pre-Admission Notification	Required - No Penalty	
Inpatient	100% with no ded., limited to 365 days/year	90% after ded. to OOPL, limited to 365 days/year
Inpatient Mental Nervous/Sub. Abuse	100% with no ded., limited to 365 days/year	90% after ded. to OOPL, limited to 365 days/year
Surgery	100% with no ded., including SSO	90% after ded. to OOPL, including SSO
Emergency Room Visit	100% with no ded.	90% after ded. to OOPL
Physician Office Visit	90% after ded. to OOPL	80% after ded. to OOPL
Specialist Office Visit	90% after ded.'to OOPL	80% after <led. to OOPL
Diagnostic Lab & X-ray	100% with no <led.	90% after ded. to OOPL
Radiotherapy	100% with no ded.	90% after ded. to OOPL
Speech Therapy	90% after ded. to OOPL	80% after ded. to OOPL

HARRISON HILLS SCHOOL DISTRICT
Medical Benefits

Plan Type	Network	Non-Network
Outpatient Physical Therapy	90% after ded. to OOPL	80% after ded. to OOPL
Outpat. Inhalation Therapy	I 00% with no ded.	90% after ded. to OOPL
Chemotherapy	100% with no ded.	90% after ded. to OOPL
Outpatient Cardiac	90% after ded. to OOPL; limited to $1,000/year, cross applied	80% after ded. to OOPL; limited to $1,000/year, cross applied
Outpatient Mental Nervous	90% after ded. to OOPL; limited to 30 annual visits, cross applied	80% after ded. to OOPL; limited to 20 annual visits, cross applied
Outpatient Substance Abuse	90% after ded. to OOPL; limited to 20 annual visits, cross applied	80% after ded. to OOPL; limited to 10 annual visits, cross applied
Outpatient Accident	100% with no ded.	90% after ded. to OOPL
Voluntary Sterilization	90% after ded. to OOPL	80% after ded. to OOPL
Ambulance	I 00% with no ded.	90% after ded. to OOPL
Home Health Care	100% with no ded., 365 visit lifetime, cross applied	90% after ded. to OOPL, 180 visit lifetime, cross applied
Durable Medical Equipment	90% after ded. to OOPL	80% after ded. to OOPL
Temporomandibular Joint Dysfunction	90% after ded. to OOPL	80% after ded. to OOPL
Skilled Nursing Facility	90% after ded. to OOPL; limited to $1,000/year, $35/day, cross applied	80% after ded. to OOPL; limited to $1,000/year, $35/day, cross applied
Hospice	100% with no ded.	80% after ded. to OOPL
Chiropractic Service	90% after ded. to OOPL	80% after ded. to OOPL

HARRISON HILLS SCHOOL DISTRICT
Medical Benefits

Plan Type	Network	Non-Network
Radial Keratotomy, Refractive Keratoplasty & any other procedure to correct nearsightedness & farsightedness	Not Covered	Not Covered
Abortion	90% after ded. to OOPL	80% after ded. to OOPL
Well Child Preventative to Age Nine (limited to $300 maximum per benefit period)	$10 co-pay, then 100%	Not Covered
Adult Preventative Care as Set Forth Below	*Routine exams are limited to one per type per benefit period.	
Routine Mammogram	100% limited to one test per benefit period	Not Covered
Routine Pap Test	100% limited to one test per benefit period	Not Covered
Routine PSA	100% limited to one test per benefit period	Not Covered
Routine Physical Exam (Ages nine and over)	100% limited to one test per benefit period	Not Covered

Special Provisions

New option eliminated three month deductible carryover New option includes non-duplication of benefits COB rules

HARRISON HILLS SCHOOL DISTRICT
PRESCRIPTION DRUG PROGRAM

Benefits	Copay	Day Supply
Benefit Period	January 1st through December 31st	
Dependent Age Limit	Same as Medical	
Retail Program with Oral Contraceptive Coverage		
Generic Copayment	$3.00	30
Brand Name Copayment	$5.00	30
Mail Order Program with Oral Contraceptive Coverage		
Generic Copayment	$5.00	90
Brand Name Copayment	$10.00	90

Note: This document is only a partial listing of benefits. This is not a contract of insurance. The contract or certificate will contain the complete listings of covered services.