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NEGOTIATED AGREEMENT

BETWEEN THE

GALLIPOLIS CITY BOARD OF EDUCATION

AND THE

GALLIPOLIS EDUCATION ASSOCIATION

September 1, 2024- June 30, 2027

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ARTICLE 1 RECOGNITION AND DEFINITIONS

A. The Gallipolis City Board of Education, hereinafter "the Board or Board of Education" hereby recognizes the Gallipolis Education Association OEA/NEA local, hereinafter "the Association" as the sole and exclusive bargaining representative "of the personnel as defined in Section B employed by the Board of Education."

B. The Association shall be recognized as the exclusive representative of the full time and part time (part time is defined as 18-1/3 hours or more per week) teaching personnel, nurses, guidance counselors and certified librarians employed under regular contract.

C. Substitute teachers employed in the District on a continuous basis in the same position for a period of sixty (60) or more days and those employed on a continuous basis or a combination of days thereof for one hundred twenty (120) days or more shall be members of the bargaining unit but shall be specifically excluded from the application of the contract renewal provisions of this Agreement. Substitute teachers thusly employed shall not be eligible for a contract renewal as a regular teacher at the conclusion of any school year unless specifically approved by the Board of Education.

D. Teachers employed less than 18-1/3 hours per week and teachers employed on an hourly or as needed basis whose employment may or may not exceed 18-1/3 hours in any given week shall be specifically excluded from the application of all of the provisions of this Agreement except the grievance procedure and the specific salary provision(s) which may apply.

E. Casual and day-to-day substitute teachers shall be excluded from the bargaining unit.

F. Administrative and supervisory personnel as defined in Section 4117.01 (F) of the Ohio Revised Code, and school psychologists shall be excluded from the bargaining unit.

G. Any future bargaining unit work that is considered for alternative contracting shall be discussed and an agreeable solution sought before action is taken.

H. Members of the bargaining unit shall have the right to join or not to join the Association and membership shall not be a prerequisite or condition of continued employment.

I. This recognition shall remain in effect for the length of this current Agreement and/or extension mutually agreed to by the Board and the Association.

J. This exclusive recognition may be challenged in accordance with the provisions of Section 4117.07 of the Ohio Revised Code.

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K. Definitions

Member or Unit Member – A member of the bargaining unit

Association – The Gallipolis Education Association, OEA/NEA

Board of Education – The Gallipolis City School District Board of Education as a corporate entity.

Board – Anyone acting on the Board of Education's behalf in a particular situation.

District – The Gallipolis City School District

Work day – A day central office is open

School day – A day students are in session

Agreement – This negotiated agreement

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ARTICLE 2 NEGOTIATIONS PROCEDURE

A. Good Faith Negotiations

"Good Faith" bargaining requires that the Association and the Board be willing to react to each other's proposals. If a proposal is unacceptable to one of the parties, that party is obligated to respond with a counterproposal or give reason why the proposal is unacceptable. "Good Faith" requires both parties to recognize negotiations as a shared process for the purpose of attaining mutual understanding provided, however, nothing herein requires either party to agree to make a concession.

B. Scope of Bargaining

This recognition constitutes an agreement between the Board and the Association to attempt to reach mutual understanding regarding all matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification, or deletion of existing provisions of a collective bargaining agreement

C. Procedures for Conducting Negotiations

1. Request for meeting

   a. Request to initiate negotiations shall be submitted in writing by the Association to the Board through the Superintendent and the President of the Board of Education.

   b. Request from the Board will be submitted in writing by the Superintendent to the President and Secretary of the Association.

   c. Requests for negotiations may be submitted no later than sixty (60) calendar days before the expiration of the Agreement unless otherwise agreed to by both parties.

   d. A mutually convenient initial ground rules meeting date shall be set no later than fifteen (15) calendar days after the date of request unless both parties agree to a later date.

2. Negotiation Teams

   a. Each party may substitute one (1) member on the negotiating team after formal negotiations have begun but in no event shall either team have more than six (6) members, including the consultant.

   b. Neither party shall attempt to influence or interfere with the selection of the other party's negotiating team.

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c. Each bargaining team shall be clothed with the authority to make proposals, counterproposals, and to arrive at a tentative agreement on all issues submitted for negotiations.

3. Negotiation Meetings

a. Prior to and during the period of bargaining each party will provide the other, upon request, relevant data and supporting information concerning the issues under consideration.

b. Until all items on the agenda have been negotiated to the satisfaction of both parties, each meeting shall include a decision upon an agreed time and place for the next meeting.

c. The negotiator for either group may caucus his/her group for independent discussions at any time. Caucuses will be no longer than thirty (30) minutes except by mutual agreement.

d. The negotiator for either group may call a recess when it appears no more meaningful discussions can be accomplished. Such recesses should be of reasonable length but in no event should exceed five (5) working days unless by mutual agreement.

e. All releases to the news media during negotiations shall be mutually agreed upon before release. In the event an impasse occurs, each party may release information to the news media without the other party's consent. However, a copy of all such releases shall be given to the other party simultaneously with the release to the news media.

4. The parties may mutually agree to alter any of the above negotiations procedures.

D. Reaching Agreement

1. When tentative agreement is reached on each article, the tentative agreements shall be reduced to writing and initialed by the negotiator of each team. The total document shall be submitted to the Board and the Association for ratification as soon as possible, but in any event within thirty (30) calendar days of the tentative agreement. Upon affirmative action by the Board and the Association, the terms of the Agreement shall become the Master Contract and both parties agree to abide by the terms and conditions thereof.

2. The Board shall provide copies of the contract to the Association within thirty (30) calendar days of its action.

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E. Disagreement

In the event the parties are unable to reach agreement upon the expiration date of the contract, the expiration date of the contract may be extended by mutual consent. Either party may declare an impasse at any time and request that all unresolved issues be submitted to mediation. Upon the receipt of a written request by either party that an impasse has been declared, the parties will mutually attempt to agree upon a mediator. If unable to do so, within five (5) calendar days a joint request signed by the President of the Association, or his/her designee, and the Superintendent, or his/her designee, shall be submitted to the Federal Mediation and Conciliation Services to appoint a mediator to assist in the resolution of all remaining issues. In the event agreement is not reached through mediation and it appears that no more meaningful discussion can be accomplished, the Association may initiate the provisions of Section 4117.14 (D-2) of the Ohio Revised Code.

F. If during the term of this Agreement in-term bargaining takes place in accordance with the provisions of this Agreement, said bargaining shall be in keeping with the bargaining procedure set forth in this Article.

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ARTICLE 3 GRIEVANCE PROCEDURES

A. A "grievance" is defined as an alleged violation, misinterpretation, or misapplication of any provision of the negotiated agreement between the Board and the Association.

B. The purpose of this procedure shall be to obtain at the lowest administrative level and in the shortest period of time solutions to grievances which may arise from the implementation of the negotiated agreement. Both the Board and the Association agree that grievance proceedings shall be handled expeditiously and in a confidential manner.

C. A "day" shall be defined as a day the district central office is routinely open for business.

D. A "grievant" shall be defined as an employee or group of employees in the bargaining unit. A grievance alleged by a group shall have arisen out of and be confined to the same circumstances affecting each member of said group. An "Association Grievance" shall be confined to an alleged violation, misinterpretation, or misapplication of a provision of the negotiated agreement which affects a class of the bargaining unit members.

E. General Provisions

1. The written grievance used in the formal levels of this procedure shall state: (1) the specific contract provisions(s) alleged to be violated, misapplied, or misinterpreted; (2) a brief description of the grievance; (3) the relief sought; and (4) the date of submittal. All formal grievances shall be filed on the form included in the Appendix to this Agreement

2. The grievant has the right to Association representation at all meetings and hearings involving the grievance.

3. Time limits given shall be considered as maximum unless otherwise extended by mutual agreement of the parties involved.

4. Failure of the grievant to proceed within the specified time limits to the next level of procedure shall mean the grievance has either been resolved by the recommendations stated in the previous level, or has been withdrawn.

5. Failure of the administration to respond in the time limits stated shall mean the grievance shall be moved to the next step of the procedure. If the Board or administration misses a timeline, the Board shall not raise timeliness as an issue for that step.

6. A grievance may be initiated at Step III when it has been determined by the building principal that the subject is not within his/her realm of responsibility or control.

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7. Nothing contained in this procedure shall be construed as limiting the individual rights of a member having a complaint or problem to discuss the matter informally with members of the administration through normal channels of communications.

8. Binding arbitration is the exclusive remedy for alleged violations of any Article of this Agreement. Nothing contained in this procedure shall be construed as limiting the constitutional rights of a member.

9. No reprisal shall be made against any party involved in use of this grievance procedure.

10. A grievance may be withdrawn at any level without prejudice.

11. The Association has the right to be present for the adjustments of any and all grievances and shall receive copies of all communications in the processing of grievances at the time they are sent to the grievant.

12. The Association grievance committee has the exclusive right to determine whether a grievance shall be submitted to the FMCS mediation (Step IV) and arbitration (Step V) steps of this procedure.

13. All grievances, notifications of appeal and grievance dispositions shall be reduced to writing and hand delivered, emailed (with confirmation response), or mailed by certified mail return receipt requested.

F. Procedure

Step I – Informal Conference

Within ten (10) days from the date the grievant knew of the event(s) giving rise to an alleged grievance, the grievant shall request an informal conference with his/her principal for the purpose of attempting to resolve the matter. Failure to act within ten (10) days shall pre-empt the filing of a grievance in the particular case.

Step II – Principal

If the problem is not resolved as a result of the informal conference, the grievant shall, within five (5) days after such conference, submit the grievance on the appropriate form to his/her principal with a copy filed with the Superintendent. Within five (5) days after receiving the written grievance, the principal shall provide the grievant a written disposition on the grievance.

Step III – Superintendent

If the grievant is not satisfied with the disposition at Step II, he/she shall, within five (5) days of receipt of the principal's disposition, submit the grievance on the appropriate

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form to the Superintendent. A meeting shall be held within five (5) days after submittal. Within ten (10) days after the meeting, the Superintendent shall provide the grievant a written disposition on the grievance.

Step IV – FMCS Mediation

If the grievant and the Association are not satisfied with the disposition at Step III, within five (5) days after the receipt of the Superintendent's disposition the grievant and the Association may submit a request to the Superintendent for FMCS mediation. Within five (5) days of the request, the parties shall mutually attempt to agree on an FMCS mediator. If unable to do so, the parties shall request for FMCS to appoint a mediator. The parties shall participate in an FMCS grievance mediation session, which shall be held as soon as practicable in accordance with the mediator's availability.

Step V – Arbitration

If the grievant and the Association are not satisfied with the results of Step IV, the grievant and the Association may submit a request to the Board within five (5) days of the last meeting with the mediator that the alleged grievance be submitted to arbitration.

If the Board and the Association are unable to agree on an impartial arbitrator within ten (10) days, an arbitrator shall be selected from a list requested from the American Arbitration Association according to the Voluntary Labor Arbitration Rules governing the process.

The arbitrator shall not have the authority to add to, subtract from, or in any way modify the provisions of this Agreement.

The arbitrator shall not have the authority to rule on the substance of an evaluation nor substitute his/her judgment for that of the evaluator.

The decision of the arbitrator shall be in writing and it should be final and binding unless it contravenes a provision of the Ohio Revised Code. The fees and expenses of the arbitrator shall be shared equally by the Association and the Board.

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ARTICLE 4 EMPLOYMENT ISSUES

A. Vacancies

1. Any member shall have the right to apply in writing or email for any position in new or existing programs, as indicated below. (Programs shall be defined as any position in the District where compensation is paid either directly or indirectly.) Criteria for selection shall be the following: qualifications, seniority, certification, and review of employment records. If qualifications are considered equal as determined in the judgment of the Superintendent and building principals, preference will be given to the most senior bargaining unit member.

2. A vacancy is a position which has been authorized to be filled by the Board. The Board will send an email to all bargaining unit members at their District email address once a position is vacant. In addition, the vacancies will be posted on the District website. The fact that any member did not receive an email with a vacancy shall not constitute a violation of this Agreement and shall not be subject to the grievance/arbitration procedures. The vacancy posting will include:

    a. Specific grade or classes (if not an elementary position);
    b. Required licensure;
    c. The deadline for filing.
        i. The filing will be for five (5) business days during the school year and ten (10) days during any period the schools are not open for instruction.

3. Each member who desires to be considered for a transfer shall submit a written request to the Superintendent's office by March 15 of each year. The request shall list each position(s) (by location, grade level and/or subject area, and certification) for which the member wants to be considered for transfer. Members may indicate their interest in administrative positions on the transfer form, although it is understood that the Board has the sole discretion to make the final determination regarding the filling of administrative positions. The Superintendent will take into consideration each applicable transfer request when filling vacancies (vacancies are filled in accordance with Section 1). Requesting a transfer does not obligate the member to accept a position. Current staff members who are qualified will be transferred first for vacancies before an external applicant is hired, provided that, in the judgment of the Superintendent and building principal, the transfer is in the best interest of the students/District. Except as provided in the foregoing sentence, nothing else herein will obligate the Board to hire a candidate from inside the bargaining unit.

4. Intra-building (i.e., within building) transfers will be decided by the building principal; however, if a teacher is denied an intra-building transfer then a conference will be held with the building principal, requesting teacher and union representation if requested.

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5. Vacancies which occur after the opening of school may be filled at the discretion of the Board. However, all vacancies filled during the school year will be refilled following the last day of school in accordance with the provisions of paragraphs 1 and 3 above.

6. The Association President will be notified of vacancies (this does not mean that applications will be taken for vacancies).

B. Reduction In Force

1. A reduction in the number of members of the bargaining unit may be made due to decline in student enrollment, the return to duty of regular teachers after leaves of absence, or by reasons of suspension of schools or territorial changes affecting the district, financial reasons, and the discontinuance of a specific educational program or service to the Board.

2. No reduction of educational programs shall be made below that set forth in the State Minimum Standards.

3. Before the implementation of any RIF program, the Board shall:

   a. Notify the Association President of its intent to RIF staff at least 60 days before the effective date if possible.

   b. A meeting shall be scheduled between the Superintendent and the Association President to review appropriate data including a tentative list of positions that may be reduced. This information may be shared with all bargaining unit members by the Association representatives.

   c. The Association shall be given the opportunity to present its recommendations concerning the proposed RIF program to the Board of Education.

4. Seniority

   a. Seniority shall mean the length of continuous employment as follows:

      1. Seniority shall begin to accrue from the first day worked in a bargaining unit position.

      2. Seniority shall accrue for all the time a member is on active pay status or is receiving workers compensation benefits.

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3. Time spent on inactive pay status (unpaid leave or layoff) shall not contribute to the accrual of seniority but shall not constitute a break in seniority.

b. A tie in seniority shall occur when two (2) or more unit members have the same amount of seniority credit as determined by the seniority list. Ties in seniority shall be broken by the following method to determine the most senior member:

1. The member with the first day worked; then

2. The member with the earliest date of employment (date of hire); then

3. By lottery, with the most senior member being the one whose name is drawn first, etc. This lottery selection will remain in effect for the duration of the RIF with a new drawing occurring for any subsequent RIF.

c. Seniority shall be lost when a unit member retires or resigns, is discharged for cause, or otherwise leaves the employment of the Board.

d. A seniority list shall be posted annually by November 1. The list shall include:

1. Member's name
2. Certification(s) held
3. First day worked
4. Amount of seniority, and
5. Type of contract (continuing or limited).

5. Reductions shall be made by suspending contracts based upon the Superintendent's recommendation. Those contracts to be suspended will be as follows:

Recommended reductions in a teaching field will be made by selecting the area needed for reduction. (Once that area is identified, the person with the lowest summative evaluation rating for that area of licensure who is currently assigned to a position in that teaching field will be reduced first.[1]) If more than one teacher has the lowest evaluation rating in the teaching field identified for reduction, then the least senior of the teachers with the lowest evaluation rating will be selected for reduction. A bargaining unit member so affected may elect to displace a bargaining unit member who is less senior and has a comparable or lower

[1] NOTE: Until three (3) years' worth of student growth data is available, the evaluation rating for employees will include only the performance rating and not the student growth measure rating for purposes of determining the order of reduction.

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evaluation rating for their area of licensure per 6(b)(3), below. Any such election must be made at the time the bargaining unit member is notified he/she will be affected.

6. The following procedure shall be used to determine the RIF list:

   a. A list shall be prepared indicating the position(s) to be abolished.

   b. A reduction in force list will be prepared applying the following steps until all required reductions have been accomplished:

      1. Members who leave the district by reason of retirement, resignation or approved leave of absence.

      2. Members of the bargaining unit holding limited contracts and who are teaching in the area of certification to be reduced shall be laid off first in the order described in paragraph 5 above. Members holding continuing contracts and who are teaching in the area of certification to be reduced shall be laid off second in the order described in paragraph 5 above.

      3. Any member who is identified for reduction and who holds additional certification(s) may displace another member currently in a position for which he/she is certificated provided the member who is displacing another member has a comparable or higher evaluation rating and more seniority than the member(s) with the same certification who is being displaced. Such displacement shall be made prior to any RIF notification.

7. Members whose contracts are to be suspended for a reduction in force shall be given a written notification with stated reasons for the layoff.

8. A member who is laid off shall remain on the recall list for a period of twenty-four (24) months after the effective date of his/her layoff unless he/she:

   a. Waives his/her recall rights in writing

   b. Resigns

   c. Fails to accept recall to the same or similar position with ten (10) calendar days of receipt of recall notice

   d. Fails to report to work in a position that he/she has accepted within ten (10) calendar days after the date of mailing of the notice of recall unless he/she is ill or injured and so verifies in writing

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e. Fails to keep Treasurer of the Board of Education informed of current address.

9. The recall of members from the RIF list shall be as follows:

a. All members laid off as a result of a RIF program shall be placed on a RIF list in reverse order of layoff.

b. A member of the RIF list shall be recalled as positions become available in area(s) of his/her certification.

c. When an opening occurs, the Board shall send a certified letter and electronic mail to all eligible members at their last known address to advise them of the availability of the position. The member shall, within ten (10) calendar days after the date of mailing said certified letter, indicate to the Superintendent in writing his/her availability and desire for the position. Failure to notify the Superintendent within the specified period shall be deemed as a notice of unavailability for the position. Members indicating availability and desire for the position shall be reinstated in the following order:

1. Members holding continuing contracts in reverse order of layoff, then

2. Members holding limited contracts in reverse order of layoff.

d. Upon reemployment, all rights related to salary, fringe benefits, and seniority shall be fully restored, as of the date of such return to service.

10. While on layoff, a member shall continue to participate in the insurance program made available by the Board with the member paying the full premiums on the monthly date designated by the Treasurer provided the insurance carrier approves. Failure to pay premiums on the monthly date designated by the Treasurer shall result in the loss of coverage.

11. No member new to the district shall be employed until all eligible members of the bargaining unit on the RIF list have been offered a contract for the position in accordance with the provisions of this Article.

C. Termination and Non-Renewal of Limited Contract

1. Termination of a member's contract shall be in accordance with the provisions of Sections 3319.16 and 3319.161 of the Ohio Revised Code.

2. Limited contracts shall be nonrenewed in accordance with the provisions of this Article. The nonrenewal provisions of this Article shall supersede and take the

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place of any and all nonrenewal provisions of the Ohio Revised Code, including Section 3319.11. The sole and exclusive method for challenging the nonrenewal of a limited contract shall be through the grievance procedure of this Agreement.

3. If the Superintendent intends to recommend the non-renewal of a member's limited contract, the Superintendent or designee shall notify the member in writing of his/her intent. Hand delivery will be used if possible. If not, notice will be sent by regular and certified mail. Upon written request of the member submitted to the Superintendent within five (5) days of the Superintendent's notification to the member, the Superintendent shall arrange to meet with the member prior to the Board meeting to review the reasons for the recommendation, including any relevant documents, and to give the member an opportunity to respond. The Association shall have the right to be present for any such meeting with the Superintendent.

4. If a member desires to meet with the Board in executive session prior to the Board's vote on renewal or nonrenewal of the member's contract, the member must give written notification of such desire to the Superintendent at least five (5) calendar days prior to the Board's scheduled vote on the contract. The Association has the right to be present at any such meeting.

5. Limited contracts may be nonrenewed by majority vote of the Board of Education. Notice of the nonrenewal action must be hand-delivered and/or sent to the employee by certified mail no later than June 1. The Board does not need to have or provide reasons for the nonrenewal of a limited contract.

6. The nonrenewal of a limited contract shall not be subject to the grievance procedure or to any other legal challenge except with respect to an alleged violation of either the June 1 notice requirement or the evaluation procedures contained in Article 4. Any grievance filed pursuant to this section shall be initiated at Step III of the grievance procedure.

7. When a member first becomes eligible for a continuing contract the Superintendent may recommend, or the Board of Education may on its own initiative, re-employ the member under an "extended" limited contract for a term not to exceed two (2) years, provided that the member receive written reasons directed at the professional improvement of the member no later than April 30. If the member is re-employed following the "extended" limited contract only a continuing contract may be entered into.

D. Evaluation Policy

1. Purpose

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The purpose of teacher evaluation is to use fair, objective, and reasonable practices to:

a. Advance the professional learning and practice of teachers individually and collectively in the school district.
b. Inform instruction.
c. Assist teachers and administrators in identifying, implementing, and supporting best educational practices that will provide the greatest opportunity for student learning and growth.

2. Evaluation Timeline

No teacher shall be subject to more than one (1) evaluation per year.

The evaluation cycle shall be completed no later than May 1 and the teacher shall receive the final written evaluation of the cycle, including the assigned evaluation rating, no later than May 10.

a. Observations:
   i. Observations may not begin before September 15 and all observations must be completed by May 1 unless otherwise agreed upon by both parties. All observations will be scheduled by mutual agreement between the evaluator and the teacher at least a week in advance. The first evaluation will occur during the first semester and the last observation will occur during the second semester.
   ii. Each observation will be at least thirty (30) minutes but no longer than one class period depending on grade level.
   iii. No observation can occur two days before or two days after any break that is longer than three (3) days in length or for any teachers administering standardized tests.
   iv. Observations resulting in identification of performance deficiencies will be followed within seven (7) work days by a conference between the evaluator and the employee in order for administrative questions and teacher responses arising from the observations to be discussed. All of the evaluator's observations will be compiled in writing. All observations of deficiencies will cite specific areas that are deficient and need improvement. A copy of the written observation report will be given to the employee two (2) work days prior to the post-observation conference. The evaluator involved in the particular area of the employee's work will assist the employee in correcting deficiencies.
   v. The observation form is included in the Board policy and in APPENDIX C.

b. Evaluations:
   i. Each evaluation will include: 1) two (2) cycles of formal observations (1st is holistic and 2nd is focused), except that teachers who are in the final year of a limited or extended limited contract

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shall have three (3) formal observations and teachers who have Improvement Plans may have more than two (2) or three (3) formal observations; and 2) periodic classroom walkthroughs (a minimum of two) by the evaluator.

Essential components of the full evaluation cycle consist of PGP or IP, two required conferences, two formal observations of at least 30 minutes each and at least two classroom walkthroughs.

Essential components of the optional less frequent evaluation cycle consists of PGP, one 30 minute observation and one conference with discussion of progress on their PGP.

Any teacher receiving an effectiveness rating of "Accomplished" on their most recent evaluation conducted will be evaluated once every three (3) years, provided that the teacher demonstrates growth on their professional growth plan; except that teachers who are in their final year of a limited or extended limited contract may be required to go through the full evaluation in that year (i.e., at least 3 observations and at least 2 walkthroughs).

Any teacher that receives an effectiveness rating of "Skilled" on their most recent evaluation conducted will be evaluated once every two (2) years, provided that the teacher demonstrates growth on their professional growth plan; except that teachers who are in their final year of a limited or extended limited contract may be required to go through the full evaluation in that year (i.e., at least 3 observations and at least 2 walkthroughs).

In any year that an "Accomplished" or "Skilled" teacher is on a less frequent evaluation cycle, the teacher must receive at least one observation and at least one conference.

ii. All teacher evaluations will be completed by the first (1st) day of May. Before the evaluation cycle is final, and no later than May 10, a copy of the evaluation shall be given to the teacher and a conference shall be held between the teacher and evaluator. Each teacher subject to an evaluation shall be provided a final holistic rating of teacher effectiveness by the tenth (10th) of May.

The teacher shall have the right to make a written response and to have it attached prior to it being placed in the teacher's personnel file. The copy signed by both parties shall be provided to the teacher.

A teacher may be exempted from the evaluation process if the teacher meets one or both of the following criteria:

a) A teacher who has been on leave for 50% or more of the school year as determined by the Board;
b) A teacher who has submitted notice of retirement, and the notice has been accepted by the Board no later than December 1 of the school year in which the evaluation is otherwise scheduled to be conducted.

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iii. Evaluators:

a) Each evaluator must be credentialed by ODE and have taken and passed the state credentialing training on the Ohio Teacher Evaluation System 2.0 Bridge Model.

b) The evaluators for Gallipolis City Schools will be any of the following: 1) the immediate Building Administrator (Principal and Assistant Principal) of the building in which the bargaining unit member works; 2) the Director of Curriculum & Instruction; and/or 3) other administrators and/or contracted entities or individuals agreed upon by the evaluation committee.

c) If a bargaining unit member is under the supervision of more than one administrator, the same administrator will conduct both the observations and classroom walkthroughs.

d) If, in cases of emergencies, the evaluator is unable to fulfill the responsibilities of their evaluation assignment, the joint committee in #1 will reconvene to approve a list of outside evaluators that may be used in place of the original evaluator. The chosen replacement must be able to fulfill the job duties of the administrator on leave, must hold at least one (1) certificate/license named under ORC Section 3319.22 and must be credentialed as stated in Ohio law and be a credentialed evaluator.

c. Classroom Walkthroughs/Informal Observations:

i. A classroom walkthrough (CWT)/informal observation is:

a) A tool to inform evaluation that provides the opportunity to gather evidence of instruction through short classroom visits lasting of no more that 10-15 minutes;

b) A process for giving targeted, evidence-based feedback to teachers;

c) A means for principals to visit classrooms and observe the teacher during the work environment more frequently and purposefully;

d) One in which the evaluator is in full view of the teacher; and

e) A means to utilize the CWT form which will be given after every CWT. See Appendix C).

f) At the request of the teacher, a debriefing shall occur no later than two (2) work days after the teacher's request.

d. Pre and Post-conference meetings

i. Pre-conference meetings will be held no more than five (5) work days prior to the formal classroom observation. If either or both the teacher and/or the evaluator is absent on the scheduled day of

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the observation, the observation will be conducted within five (5) work days following the return to duty of the absent party(ies). The fact that the date of the observation had to be changed will be confirmed in writing. The teacher can choose not to have a pre-conference. If this occurs, then a written/email request is provided to the evaluator.

ii. A post-observation conference will be held after the first formal observation and the final holistic rating. The post-observations conference shall take place within seven (7) work days following the formal observation, unless both parties mutually agree to an extension or either party is absent requiring the conference to be rescheduled. The fact that the date of the post-observation conference was changed will be confirmed in writing.

iii. Two (2) work days prior to the post-conference meeting, the teacher will receive a copy of their observation. If there are areas of the observation in which the teacher scored poorly and evidence exists which the teacher believes establishes that the score is incorrect, the teacher will produce the evidence to the evaluator at the time of the post-conference meeting so a possible mutual agreement can be made and change in the score will be considered.

e. Professional Growth

i. A professional growth plan will be a written plan following the listed guidelines:

a) A teacher rated "Accomplished" will submit a self-directed professional growth plan to the evaluator that focuses on the most recent evaluation and observations and the evaluator determines the teacher is making progress on that plan.

b) A teacher rated "Skilled" will submit a jointly developed professional growth plan by the teacher and evaluator that focuses on the most recent evaluation and observation and the evaluator determines the teacher is making progress on that plan.

c) A teacher rated "Developing" will submit professional growth plan that is guided by the assigned evaluator.

d) A teacher rated "Ineffective" will be placed on an Improvement Plan developed by the assigned evaluator.

ii. Professional growth plans (PGP) help teachers focus on areas of professional development (PD) and supports that are individualized to the needs of the teacher and his or her students.

iii. Teachers are accountable for the implementation and completion of the plan and may use the plan as a starting point for the school year and serve as a living document. The PGP is intended to be one academic year in duration and must align to any district and/or

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building improvement plan(s). The PGP is not intended to replace the IPDP. It is to be reviewed regularly and updated as necessary based on collaborative conversations between the evaluator and the teacher.

iv. The professional growth plan and process includes feedback from the evaluator, as well as the teacher's self-assessment and individualized to support the needs of the teacher's continuous growth and development.

v. PD should be individualized to support the needs of the teacher and specifically related to the teacher's area of growth as identified in the teacher's most recent evaluation. The evaluator should recommend PD opportunities and support the teacher by providing resources (e.g., time, financial).

vi. The growth plan will be reflective of the high quality data and include:

a) Identification of no more than two (2) areas of current/future professional growth and offers opportunity for teacher self-reflection.

b) Provide PD and supports that are individualized to the needs of the teacher by providing resources.

c) Goals are data driven, based on previous observations and align with district/school improvement plan(s).

d) Includes listing sources of high quality data to be examined for OTES 2.0 rubric.

f. Improvement Plan

i. Teachers who have a final holistic rating of ineffective must comply with an improvement plan developed in collaboration with the teachers and the credentialed evaluator for the evaluation cycle.

ii. The improvement plan will contain the following components:

a) specific measurable instructional practices to be observed, as well as specific, evidence-based resources and assistance to be provided.

b) district-provided allocation of financial resources to support professional development for staff on remediation plans and reasonable timelines for its completion

c) specify in writing, the level of performance the teacher is expected to reach within a reasonable timeline.

d) gather evidence of progress or lack of progress.

e) reasonably sufficient time (not less than six (6) weeks) and duration, as to allow the teacher to improve performance to a satisfactory level.

f) the IP is intended to identify specific areas for improvement of performance and for identifying guidance and support needed to help the teacher improve.

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iii. After discussion with the teacher, a plan of improvement may be initiated at any time during the evaluation cycle by the teacher's assigned evaluator based on deficiencies in performance as documented by evidence collected by their evaluator. The teacher may submit a rebuttal that will be attached to the plan of improvement.

iv. When an IP is initiated by the evaluator, it is the responsibility of the evaluator to:

a) identify, in writing, the specific area(s) for improvement and aligned to the Ohio Standards for the Teaching Profession

b) specify, in writing, the desired level of performance that is expected to reach and a reasonable period of time to correct the deficiencies

c) develop and implement a written plan for improvement that will be initiated immediately and include available resources and assistance available

d) determine additional education or PD needed to improve in the identified area(s)

e) gather evidence of progress or lack of progress

v. A reassessment of the educator's performance shall be completed in accordance with the written plan. Upon reassessment of the educator's performance, if improvement has been documented at an acceptable level of performance, the teacher may transition to a guided professional growth plan. If the teacher's performance continues to remain at an ineffective level, the supervising administrator/evaluator may reinstate the improvement plan with additional recommendations for improvement or take steps necessary to recommend dismissal.

vi. No teacher in their first year of employment with the district shall be placed on an improvement plan.

vii. No improvement plan will have more than two (2) achievable goals per cycle.

g. Completion of Evaluation Cycle

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

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

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

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iii. The evaluation shall be signed by the evaluator and the teacher to verify notification to the teacher that the evaluation shall be placed on file. The teacher's signature shall not be construed as evidence that the teacher agrees with the contents of the evaluation. Electronic signatures (e.g., a 'PIN') may be used.

3. Renewal of Limited Contracts/Extended Limited

a. If the Board has entered into a limited or extended limited contract with a teacher pursuant to section 3319.11 of the Ohio Revised Code, the evaluator will perform a minimum of three (3) formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to re-employ a teacher.

b. The third observation must be no sooner than four (4) weeks after the first or second observation and comply with the other timelines mentioned in 2a above.

c. The evaluator must have a conference with the teacher within seven (7) work days of the observation to discuss the observation, including any deficiencies noted. There must be ample time between observations in order for the teacher to comply with the aforementioned plan.

4. Testing for Teachers in Core Subject Areas

Beginning with the 2015-16 school year, teachers who teach in a "core subject area" are required to register for and take all written examinations of content knowledge selected by ODE if the teacher has received an effectiveness rating of "ineffective" on evaluations for two of the last three years. "Core subject area" means reading and language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

5. Retention Decisions and Removal of Poorly-Performing Teachers

a. The Board will use evaluation results for retention decisions and removal of poorly-performing teachers. The Board has adopted procedures for use by district administrators in making retention and removal decisions based on evaluation results stemming from observations, walkthroughs, evaluations, demonstrates growth on their professional growth plan/Improvement Plan, pre- and post-conference discussions, and other methods of gathering teacher performance data.

b. Seniority shall not be the basis for retention, except when choosing between teachers with comparable evaluations.

6. Due Process

a. All monitoring or observation of the work performance of a teacher will be conducted openly and with full knowledge of the teacher. The use of eavesdropping on public address or audio systems or similar surveillance

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devices will be strictly prohibited. In implementing performance assessments, the District will conduct all assessments so as to observe the legal and constitutional rights of teachers, and no teacher performance information will be collected by electronic devices without the consent of the teacher. Only information obtained during observations, walkthroughs, teacher-provided evidence and verifiable information that addresses standards in the Teacher Performance Evaluation Rubric will be included in the evaluation.

b. A teacher shall be entitled to Union representation at any conference held during this procedure in which the teacher will be advised of an impending adverse personnel action.

c. A teacher may provide a written response to his/her observation and/or evaluation, which shall be included with the written observation/evaluation.

d. Failure by the district to adhere to any timeline or condition established in this agreement shall render the evaluation, including the summative rating, void. Such errors shall automatically require re-employment of the teacher under the appropriate contract which they are otherwise eligible to receive under the collective bargaining agreement and/or Ohio law.

7. Evaluation Committee

a. The Association and the Board agree to establish a standing joint Evaluation Development Committee for the purpose of assessing the policy, procedure and process, including the evaluation instrument, for the evaluation of teachers in the District and to regularly review the effectiveness of the policy, procedure, and process, including the evaluation instrument, walkthrough forms, and HQSD for the evaluation of teachers in the District and to make recommendations regarding same.

b. Committee Composition

The committee shall comprise five (5) Association members appointed by the Association president and five (5) Administrators appointed by the Superintendent. If a member of the Association team leaves the committee, the replacement will be appointed by the Association president.

c. Committee Operation

i. Members of the committee will receive training in aspects of OTES 2.0, the state adopted evaluation framework, and the standards for the teaching profession prior to beginning their work.

ii. One task of the committee shall be to determine and make recommendations regarding those conditions that would likely have an adverse impact on PGPs, such as a threshold number of authorized teacher absences, the acceptance and mentoring of student teachers, changes in teacher assignments, implementation

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of the State adopted standards, etc. The committee will approve and/or suggest changes in HQD's (High Quality Data).

iii. At the initial committee meeting, the committee will develop the ground rules by which the committee will operate.

iv. Members of the committee will receive release time for committee work and training completed during the school day. If work must be done outside the work day, then all members who participate in the work done outside the work day will be compensated at the tutors' hourly rate for each hour or part thereof actually worked.

d. Committee Authority

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

ii. The board and the association shall bargain during regular contract negotiations elements of the teacher evaluation procedure as required by law. Any agreement that is achieved through said negotiations shall be subject to ratification by both parties.

iii. If either party wishes to consider any change or revision to the evaluation procedure or process, including the evaluation instrument, during the term of this agreement, it will discuss the matter with the committee. If the discussion results in a recommendation by the committee to change or revise the evaluation procedure or process, including the evaluation instrument, during the term of the agreement, then said recommendation shall be subject to ratification by the board and the association. Any changes may only be made after the May10th deadline for all evaluations to be completed and prior to the start of the next school years' observation cycle.

iv. In the event of legislative action by the Ohio General Assembly that impacts in any way on this topic, the parties to this agreement shall discuss this topic to determine whether adjustments are appropriate during the term of this agreement. Any changes required by law will be made as required by law.

e. Orientation

i. Each teacher shall be notified in writing of the name and position of his or her evaluator by September 15 of each school year.

ii. Professional development on the teacher evaluation procedure shall include the tools, processes, methodology, how the evaluation instrument is designed and how the evaluation instrument will be utilized.

E. Individual Contracts

1. The Board of Education shall provide each member of the instructional staff individually written contracts in keeping with the provisions of Section 3319.08

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Ohio Revised Code and Board adopted policies. The provisions of such written contracts shall be enumerated in the sub-sections of this policy.

2. All certified staff shall be notified in writing of their grade level/department assignment/specific subjects for the next school year by August 1st. Changes in the member's assignment may be made after this date for operational necessity. If changes are made, the principal must notify the members at the earliest possible time.

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ARTICLE 5 WORKING CONDITIONS

A. School Day and Calendar

1. All members will be employed pursuant to a school calendar. The total instructional days will be up to, but no more than 178, with teacher inservice and/or workdays and parent conference days for a total of up to, but no more than 183 days.

Calendar Committee

The District and the Association will create a calendar committee. There will be three (3) appointed by the administration and three (3) appointed by the Association. They will meet starting in December to create two (2) calendars that will satisfy all the necessary events that occur during the upcoming school year.

Those two (2) calendars, once completed, will be given to the Association/Administration for a vote. The Associations/Administrations decision will be presented to the Board by February 1.

If the Association/Administration and the Board cannot agree on a calendar, the Board will determine the calendar by the February Board Meeting.

2. Length of School Day

All members may be assigned appropriate starting and dismissal times provided that their total workday will be no longer than seven and one third (7-1/3) consecutive hours, including duty free lunch period guaranteed to them. No elementary member will be required to report for duty earlier than 7:30 a.m. nor remain on duty later than 4:00 p.m. No middle or high school member will be required to report for duty earlier than 7:00 a.m. nor remain on duty later than 3:30 p.m. The length of the assigned workday will be substantially equivalent for all members.

The yearly "Meet the Teacher Event" night will be mandatory for all bargaining unit members. In exchange for attending "Meet the Teacher Event," three (3) hours will be deducted from an in-service day decided by the Calendar Committee. If any bargaining unit member misses "Meet the Teacher Event," they must take ½ day personal leave.

3. Calamity Days

a. A calamity day shall be defined as an instructional day when the closing of school is deemed necessary as a result of disease, epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment needed to operate the school system, damage to a

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

b. Teachers will not be required to report to work on the first five (5) days when the District has cancelled classes for students due to any of the reasons defined in (a) above. The sixth calamity day and every calamity day thereafter will be made up in accordance with the school calendar.

c. Teachers will not suffer any loss of pay when the District cancels classes due to any of the reasons defined in (a) above.

d. In the event that the start of school is delayed or the school day is cancelled such that total instructional hours falls below the minimum required hours of instruction as determined by the Board for the school year, the instructional time will be made up as defined in the adopted school calendar without any additional compensation.

4. Parent-Teacher Conferences

a. Parent-teacher conferences will be scheduled for three evenings in the fall and three evenings in the spring. Each set of conferences will include one day for elementary only, one day for middle and high school only, and one day all schools. All teachers will be required to attend the two evenings that apply to their level. Each conference period will be scheduled for three hours. Teachers missing an evening conference period due to illness will be charged one-half day of sick leave, and teachers missing the entire day and an evening conference period due to illness will be charged one and one-half days of sick leave.

b. The conference periods will constitute two days of the 183 day work year. The GEA may provide input to the Superintendent with regard to the specific days to be used for the conferences. The day before Thanksgiving and the Friday before President's Day will be designated as school holidays, to make up for the evening conference periods.

5. Classroom teachers will have preparation time during which they will not be assigned to any other duties as follows:

a. Elementary School - at least 215 minutes per week. Principal should schedule planning and conference time in as many 30 minute blocks per week as may be possible.

b. Middle and High School - one regular class period daily.

B. Class Size

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1. Class size shall be maintained in accordance with the requirements of the State Board of Education Minimum Standards and the provisions of Section 3317 of the Ohio Revised Code.

2. The Board agrees to establish pupil-teacher ratios that will not exceed State Board of Education Minimum Standards or the provisions of Section 3317 ORC in any policy adopted to establish an intra- and/or inter-district open enrollment policy.

3. Teachers may request a meeting with the principal to discuss possible options for handling class size issues.

C. Job Descriptions

1. The job descriptions will not supersede any terms or conditions of employment contained in the Negotiated Agreement.

2. The District will provide current job descriptions for all members. Each member will be provided a copy of their job descriptions; will be required to sign a copy to acknowledge receipt; with a copy placed in their personnel file.

3. The District agrees to involve the GEA President in any new or revised job descriptions.

4. Job descriptions will not be used for evaluative purposes or grounds for dismissal.

D. Complaints Against Union Members

1. When a complaint is made by a parent of a student or any other member of the public concerning a member, which is deemed serious enough to become a matter of formal written record, the member shall be informed of the existence and nature of the complaint by the principal within three (3) working days of the time it is deemed serious enough to be made a matter of formal written record. If possible, the member will also be informed of the identity of the complainant at that time. The unit member and principal shall attempt to resolve the complaint of the complaining party.

2. If the complaint is not resolved at the principal level, the Superintendent and the unit member shall attempt to resolve the complaint.

3. If the complaint is not resolved at the Superintendent level and it is submitted to the Board for resolution, the bargaining unit member shall be provided the opportunity to meet with the Board in Executive Session to present information relative to the complaint. The unit member may be represented by a representative of his/her choice.

E. Reprimand of Professional Staff

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1. The Board of Education and the Association agree that members shall not be publicly reprimanded or rebuked.

2. A unit member shall not be given a reprimand or be disciplined for any alleged infraction of the rules, delinquency or professional performance without justifiable reasons.

3. Unit members and the administration and agents of the Board agree to provide mutual respect and agree not to subject anyone to verbal abuse.

4. If the possibility of a written reprimand exists, the member shall be informed of the need for a meeting and the general topic of the meeting at least twenty-four (24) hours prior to the date and time of the conference wherein the alleged misconduct shall be explained. All or part of the twenty-four (24) hour period may be waived at the mutual agreement of the member and the administrator. Prior to filing any written reprimand the member of the bargaining unit and a representative shall have the right to a conference wherein the alleged misconduct shall be explained and the member of the bargaining unit shall be informed of who the witnesses are.

5. Upon the request of a member to the Superintendent, a written reprimand shall be removed from the member of the bargaining unit's file after two (2) years, barring further similar problems.

6. A copy of the written reprimand shall be given to the member before placement in the member's personnel file. The member shall be given the opportunity to attach a written rebuttal within five (5) working days.

7. If a member of the bargaining unit feels that a written reprimand is unwarranted, he/she shall have the right to have the Superintendent review the reprimand. Such review must be requested within five (5) working days of the date the member was given the written reprimand. The member of the bargaining unit and his/her representative shall have the right to present arguments to the Superintendent as to why the member of the bargaining unit feels the reprimand is unwarranted. If satisfaction is not achieved within five (5) working days, the member of the bargaining unit shall have the right to file a grievance at the Step IV Level (FMCS Mediation Level).

8. No employee will be disciplined, reprimanded, reduced in rank, suspended, demoted, or transferred without just cause. Reasons(s) for any of the aforementioned shall be submitted to the employee in writing by the Superintendent at least ten (10) calendar days prior to the Board taking action on the Superintendent's recommendations. Upon written request the employee shall be granted the right to meet with the Board in Executive Session, with the right of representation, to discuss said reasons prior to Board action.

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F. Personnel Records

1. A personnel file of all unit members shall be maintained in the office of the Board of Education. This shall be considered the only official file of recorded information of members maintained by the Board.

2. Unit members shall be permitted to see their central office personnel file, except for confidential letters of recommendation, upon reasonable request and may duplicate any information in the files at their own cost, not to exceed ten (10) cents per page.

3. No derogatory, misleading, inaccurate, or invalid information, and/or letters, reports or statements shall be placed in the member's file without his/her knowledge. If a member so desires, he/she will be given an opportunity to make a written statement of defense to be attached to any statement. No anonymous items shall be placed in the file.

4. Upon the request of a member submitted to the Superintendent, discipline at a level lower than suspension shall be removed from the member's personnel file after two (2) years and placed in a separate, public file, provided there has not been any intervening discipline.

5. Any materials placed in the personnel file of a bargaining unit member shall include the date the item was placed in the file and the name of the person placing the materials into the file and a copy forwarded to the member.

6. Only those items required by the State Auditor's Office, Ohio Department of Education, Federal and State Statute, and the Board of Education should be maintained in a member's personnel file.

7. Members may challenge the timeliness, relevancy, accuracy or completeness of an item in their personnel file in accordance with the provisions of Section 1347.09 ORC.

8. Requests for personnel records shall be governed by the provisions of Section 149.43 ORC. A member shall be notified verbally within forty-eight (48) hours of any person(s) other than authorized school personnel requesting to see a member's personnel file. The District shall have a representative present in the event a person other than authorized school personnel is permitted to see a member's file.

G. Student Discipline and Teacher Protection

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1. The Board acknowledges its duty to provide teachers with appropriate support and assistance in maintaining control and discipline within the classroom. Teachers are entrusted with the implementation of the student code of conduct and the adherence to student discipline procedures outline in Board policies and student handbooks. Both the Board and the Superintendent are committed to taking reasonable measures within its authority, in collaboration with teachers, to ensure a safe and conducive working environment.

2. Any case of assault and/or battery upon a teacher shall be promptly reported to the Board or its designated representative. Teachers who have been assaulted are encouraged to file charges with the appropriate authorities.

3. The Board shall be responsible to make every reasonable effort to maintain safe working conditions.

4. Any teacher who is threatened or inflicted with any injury during the performance of their duties, will immediately refer the student(s) to the principal for appropriate action.

5. If a teacher reports a student to the administration due to weapons possession; verified verbal or written threats of harm, bodily or otherwise, to the teacher or their family, or actual harm to the teacher, and/or their family, the Board shall follow policy and impose reasonable, consistent discipline with regard to the student as warranted by the infraction(s) and the relevant circumstances. If that student returns to the District, due consideration will be given to the classroom placement options.

6. A teacher may refer to the principal or the principal's representative, for appropriate action, a pupil who seriously interferes with the learning opportunities of other children in the classroom, or who fails to comply with a teacher's reasonable directive in any school setting. The teacher will communicate in writing or in cases of emergency, in person, the nature of the problem to the appropriate administrator. A student who is referred to the principal's office will not be readmitted to the teacher's class on the day of the incident until an administrator or designee has had a verbal discussion with the teacher concerning the incident.

7. Pursuant to Board Policy, restraint of a student may be used only if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available. Pursuant to R.C. 3319.41, a teacher may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property. Any incident of restraint or seclusion will be immediately reported to building administration and the parent. A written report

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documenting the incident will be completed and made available to the parent within 24 hours and maintained by the District.

Staff /administration also will conduct a debriefing, including all involved staff, the student, and parent (if possible) to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs. The debriefing may occur in separate meetings at which not all parties are present.

H. Lesson Plans/Progress Book

1. A lesson plan shall be available for the substitute teacher during the teacher's absence. It is the responsibility of each member of the bargaining unit to have this information available at all times, along with grade books, seating charts, desk copies, assignments, etc. If a teacher is on Board approved long-term leave, or is incapacitated, the principal will release the teacher from responsibilities for lesson plans.
2. Progress Book must be updated seven (7) calendar days after the assignment is due. Extension of the seven (7) calendar day deadline must be approved by the principal for special assignments, projects and research papers.
3. Whenever lesson plans are requested to be turned in, those lesson plans will be due by the start of the first week day of the work week.

I. Principal Meetings

Members/principal meetings shall be conducted through the school calendar year. Such meeting shall not exceed one (1) hour in length and shall be conducted in seven and one-third (7-1/3) hour workday whenever possible. These meetings are limited to once a month unless an emergency meeting is deemed necessary by the principal of that building.

J. Local Professional Development Committee

A Local Professional Development Committee (LPDC) will be operated pursuant to the Board Policy GCLB and Board Regulation GCLB-R. One of the functions of the Committee will be to provide input, by January 1st of each year, as to the content of the second in-service day of the school year.

K. Instructional Materials and Supplies

1. The Board shall provide equipment and supplies to aid in the preparation of instructional materials and plans.

2. Members shall not be required or expected to provide personal property for school use, including textbooks, audio-visual equipment, or other instructional materials and supplies.

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3. Maintenance and repair of Board equipment is the Board's responsibility.

4. The Board shall provide each teacher with one hundred fifty dollars ($150.00) to purchase supplies and instructional materials. Title teachers shall be excluded because of having an individual budget for this purpose. These funds are to be used for the purpose of purchasing instructional materials and supplies not provided by the Board.

5. Paper usage will be monitored by building.

L. Cell Phone Usage

Cell phone usage for personal reasons is prohibited during instruction/duty time, except for emergencies. Non-emergency incoming calls must be routed through the office.

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ARTICLE 6 RIGHTS

A. Academic Freedom

1. Unit members and administrators will seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality.

2. Freedom of individual expression will be encouraged and fair procedures will be developed to safeguard the legitimate interests of the District and to exhibit by appropriate examples the basic objectives of a democratic society.

3. As long as theories are presented as theories and the student is not forced to accept one as being true, all theories should be permitted to be explained pertaining to the class subject area.

4. The Board and the administration agree to protect the members from unjust criticism and abuse. The President and members of the Association agree to protect the Board and administration from unjust criticism and abuse.

B. Teacher Privileges

Members living in the District and who have children attending school in the District, may elect to have their children attend the school to which the parent is assigned provided the school has the required educational program to which his/her children (child) have been or should be, as recommended by the appropriate school officials, and said enrollment does not violate the requirements of Article 5, Section B.

All bargaining unit members shall be able to purchase a total of four (4) reserve passes to events at the reduced rate twice per year: once for winter and once for spring.

C. Association Rights

1. The Association shall be granted the following sole and exclusive organizational rights as the recognized bargaining agent for the term of this Agreement.

   a. The Association may be granted use of school facilities at no cost for meetings. Association meetings may not interfere with regularly scheduled school activities and must be scheduled in accordance with Board policy governing the use of facilities.

   b. The Association shall be provided space on faculty bulletin boards to post announcements and other Association materials.

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c. The Association President shall be provided with a copy of the Board Agenda, approved minutes, State Foundation information, annual budget and appropriations measures, and other public documents as requested. The agenda will be provided by 4:00 p.m. on the day of the Board meeting (with the understanding that it might be revised subsequently). The Treasurer will provide the Association President with notification of special board meetings and changes to regular Board meetings.

d. The Association President or his/her designee shall be granted the right to make public address announcements in accordance with the policy established by the building principal governing said announcements.

e. The Association shall have the right to use the internal mail system in the district.

f. The Association President or his/her designee shall be granted time to address members at a general staff meeting and given time at one of the first in-service days at the beginning of the school year to address their members and/or new hires.

g. The Association President shall be given a copy of Board approved policies, procedures, rules and regulations.

h. The Association President or his/her designee may address the Board on an agenda item in accordance with the Board rules and regulations governing the conduct of Board meetings.

i. Association membership is annual with the membership year being September 1 through August 31. Once a member enrolls, such membership shall be continuous thereafter for each subsequent membership year unless the individual cancels their membership by giving written notice of such cancelation in writing to the GEA President and the Board Treasurer.

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ARTICLE 7 LEAVES

A. Sick Leave

1. Each full time member will receive fifteen (15) days sick leave per year at the rate of one and one-fourth (1¼) days per month for twelve (12) months.

2. Each part time member will receive one and one-fourth (1¼) days of sick leave for each completed month or fraction thereof.

3. Unit members new to the District may transfer credit for sick leave accumulated in another public school district or public agency in Ohio. It will be the responsibility of members new to the district to supply the Treasurer with a certified record of the accumulated sick leave from the former employer.

4. Members new to the District will be granted in advance ten (10) days of sick leave which must be re-earned.

5. There shall be no limit on the accumulation of sick leave days.

6. Sick leave may be used to cover absences for personal illness, injury, exposure to contagious disease which could be communicated to other employees, for illness or death in the immediate family, and for pregnancy when authorized by written certification by the member's attending physician.

7. Employee's immediate family for illness or injury shall be defined as: spouse/partner, children, stepchildren, step/father, step/mother, step/brothers, step/sisters, mother-in-law, father-in-law, and step/grandchildren living in the same household as the member.

   Employee's immediate family for hospitalization or death in the family shall include, in addition to those listed above: grandparents, aunts, uncles, nieces or nephews. A maximum of ten (10) days of sick leave per occurrence shall be granted in case of illness within the immediate family. A maximum of three (3) days of sick leave per occurrence shall be granted in cases of death in the immediate family, except for spouse/partner, step/children, and step/parents. A maximum of five (5) days will be granted for the latter.

8. Members may take up to two (2) sick leave days for the birth of a legal grandchild.

9. Procedures for Illness, Injury, Etc.

   a. Members must arrange for notification of the principal of their building before 6:15 a.m. that he/she is unable to teach. Emergency circumstances will be dealt with by the principal.

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b. If a member is not able to return to his/her duties the following day, the principal's office should be called by 2:30 p.m. to that effect.

B. Personal Leave

1. Each member may be granted four (4) days of unrestricted personal leave during each school year. One unused day per year will be carried over to the next year, for a maximum of five (5) days at any one time.

2. No more than two (2) members from each building at Green and Rio Grande Elementary Schools shall be granted personal leave on the same day. No more than three (3) members from each building at Washington Elementary, Gallia Academy Middle, and Gallia Academy High Schools shall be granted personal leave on the same day.

3. Personal leave may not be used the day before or the day after a vacation or holiday except in cases of an emergency**,** as determined by the Superintendent or designee. However, members who have a child participating in a District sponsored program (holiday, awards, or graduation) may take one-half (½) day of personal leave, without regard to the limits contained in Section 2 above. Personal leave may not be used on parent-teacher conference days except for school related activities, as approved in advance by the Superintendent or designee. No more than three (3) personal leave days may be used in any one week.

4. Personal leave may not be used for gainful employment.

5. Request for personal leave shall be made on the prescribed form. Requests shall be submitted to the appropriate supervisor no later than three (3) days prior to the requested date of use, when possible. The prescribed form shall require the employee to certify by signature that the leave was used in accordance with this procedure. Any violation of this procedure shall be considered grounds for disciplinary action, including termination.

6. Personal leave used in accordance with this policy shall not result in a deduction in pay for the member. Personal leave shall be granted only in full day increments, except that one day per year can be used in one-half (½) day increments.

7. Members who do not use personal leave each school year shall be reimbursed at a rate of $150 for each unused full day, and $75 for each unused half day after one (1) day is carried over to the next year. No more than four (4) personal leave days may be reimbursed in any one year. Reimbursement shall be made with the second pay during the month of June.

8. Each teacher may take leave for up to two (2) occasions per year, for no more than

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two (2) hours per occasion, to attend a school performance/graduation of his/her child during the school day if attendance at the activity is approved three (3) days in advance by the teacher's building principal.

C. Association Leave

The Association shall be granted a total of six (6) days annual leave for representative(s) to attend Association business meetings. This leave is non-accumulative. The Board will pay the expense of the substitute. The Association shall be responsible for the expense of the representative(s) attending the meeting.

D. Child Care/Adoption Leave

1. Upon the written request of a member of the bargaining unit, the Board will grant a child care/adoption leave of absence without pay as follows:

   a. A member who is expecting or adopting a child will be entitled upon request to an unpaid leave of absence not to exceed the semester the leave begins in, and the following semester. Leaves starting in the summer may go through the next school year. Applications for child care/adoption leave will be in writing and will contain a statement of the expected date of birth or the expected date of obtaining custody and the date the member expects to return to service in the District.

   b. If possible, applications for child care/adoption leave prior to childbirth or adoption will be made prior to the ninetieth (90) day before the beginning of the date of child care/adoption leave.

   c. Upon return from the approved child care/adoption leave at the time set forth in the leave application, the member shall provide the Board with a physician's certificate of physical fitness before such member can resume her duties if said leave was for pregnancy.

   e. If the member desires to return to active service prior to the stated date of the application for leave, the member shall notify the Superintendent in writing that an early return to service is requested, and the date upon which the member wishes to return. Upon the recommendation of the Superintendent, the Board may authorize the early return of such member. Prior to returning, if the leave was for pregnancy, the member shall provide the Board with a physician's certification of physical fitness before such member can resume her duties. Return to service in the District should be at the end of a semester.

   f. Members granted such leave may continue to participate in the insurance program made available by the Board with the member paying the full premiums on the monthly date designated by the Treasurer provided each

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insurance carrier approves. Failure to pay premiums on the date designated by the Treasurer shall result in the loss of coverage.

E. Assault Leave

1. Any member absent due to physical disability resulting from an assault by a student during the course of Board employment, or an assault by any other person for school related reasons, shall, upon written request, be granted a leave of absence with full pay and benefits for the period of such physical disability in accordance with a doctor's written statement specifying the time needed for recovery and the nature of any medical treatment necessary. Such leave shall not be granted for longer than a maximum of fifteen (15) days from the date of the assault, except in a situation where medical proof justified a longer leave, in which case, the leave may, if the Board approves, be extended for a period prescribed by a physician, but in no event shall exceed thirty (30) days.

2. Each member eligible for assault leave shall apply for workers compensation and, upon approval, shall either be paid the difference between his/her daily rate of pay or he/she shall reimburse the Board for the amount received from workers compensation.

3. Any member who has any of their personal belongings (i.e., cell phone, glasses, etc.) damaged during an attack from or by a student will have at least $1000 of their personal property costs for replacement paid by the District. The bargaining unit member affected by this must provide receipts to be reimbursed. Once receipts have been turned into the Treasurer's office, the reimbursement will be on the next payroll check.

F. Professional Leave

1. Upon recommendation of the Superintendent, members may be granted up to three (3) days leave with pay for attendance at meetings or conferences of an instructional nature or visitations that can be beneficial in improving said member's abilities in performing his/her duties.

   Prior approval must be obtained from the Board of Education. Professional leave cannot be used for gainful employment.

2. Expenses incurred by a member granted such leave must be verified by a receipt, with the exception of mileage. Expense rates shall be the IRS rate for mileage as of July 1 of each year, $30.00 per day for meals, registration for the conference, and motel or hotel at reasonable cost per night as determined by the Superintendent. No one member shall exceed $600.00 in total expenses (including mileage) for the school year.

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3. A limit of two (2) members from the same department in grades 6-12 and a limit of four (4) members in grades PreK-5 may attend any one conference at any one time. (For example, if two conferences occur on the same day, four members in grades PreK-5 may attend each conference.) More members may be permitted to attend upon approval of the Superintendent.

4. Any inservice training required by the Board of Education or the State Department of Education shall not be counted as professional leave as outlined in this policy. Other inservice leave may be granted for professional purposes, at the discretion of the Board.

5. A member granted such leave shall be provided a substitute teacher according to the Board adopted policy.

6. Members granted such leave may be required to submit a report on the conference or meeting.

7. Approved attendance at professional meetings or conferences held on non-school time will qualify for reimbursement but shall not be deducted from the allotted three (3) days of professional leave.

8. The Board will appropriate a minimum of $12,000 annually for Professional Leave. The funds shall be divided by quarter, starting in July ($3,000 per quarter). Any amount not used in a quarter will carry over to the next quarter within the same fiscal year, but money will not carry over to the next fiscal year. The reimbursement will be charged to the quarter in which the meeting or conference took place regardless of when the application for leave was submitted.

G. Sabbatical Leave

1. A member who has completed five (5) years of service may, with the permission of the Board of Education and the Superintendent, be entitled to take a leave of absence with part pay, for one or two semesters subject to the following restrictions: The member shall present to the Superintendent for approval a plan for professional growth prior to such a grant of permission, and at the conclusion of the leave provide evidence that the plan was followed. The member may be required to return to the district at the end of the leave for a period of at least one (1) year, unless the member has completed twenty-five (25) years of teaching in this state.

2. The Board of Education may not grant such a leave unless there is available a satisfactory substitute, nor grant such leave to more than five percent (5%) of the professional staff at any one time, nor allow a part salary in excess of the difference between the substitute's pay and the member's expected salary, nor grant a leave longer than one school year, nor grant a leave to any member more often than once for each five (5) years of service, nor grant a leave a second time

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to the same individual when other members of the staff have filed a request for such leave.

3. Members granted such leave may continue to participate in the insurance program made available by the Board with the member paying the full monthly premiums on the monthly date designated by the Treasurer. Failure to pay premiums on the dates designated by the Treasurer shall result in the loss of coverage.

4. Members returning from Sabbatical Leave shall be placed on the salary schedule at the same experience level achieved prior to taking Sabbatical Leave.

5. Members on Sabbatical Leave shall be responsible for purchasing all allowable STRS service credit.

H. Jury Duty Leave/Court Leave

A unit member who is summoned for jury duty or subpoenaed to appear in court during normal teaching hours (unless the member is a party to an action that is not school related), will be granted a paid leave of absence from normal teaching duties to permit compliance, provided the unit member meets the following:

1. Notifies the Principal within two (2) days after receipt of the jury summons or subpoena.

2. Submits a statement signed by the unit member to the Treasurer stating:

   a. the date and time attendance at the proceeding is required.

   b. the actual amount of compensation which was received as a result of the appearance or, if no compensation was received, a statement so stating.

3. The amount of any witness fee or other compensation, except that which is paid specifically for expenses incurred by reason of the subpoena or summons, shall be remitted by the unit member to the office of the Treasurer.

4. Unit members who must be in court during the normal workday because they are a party to an action that is not school related, must use personal leave or unpaid leave. Such leave may be taken without regard to the limitation contained in Section K, below.

I. Family Leave

Each party reserves all of its rights and responsibilities under the Federal Family and Medical Leave Act.

J. Sick Leave Bank

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1. An enrollment period shall be established between September 1 and September 15 for each member of the bargaining unit to voluntarily donate a maximum of ten (10) days of their accumulated, but unused, sick leave days to a Sick Leave Bank. Unit members desiring to participate in the sick leave bank program shall submit a written request to the Treasurer by September 15, indicating their desire to donate sick leave day(s) to the bank and the number of days they wish to donate. Teachers new to the District may donate a day to the Sick Leave Bank if they have at least fifty (50) days accrued.

2. A committee comprised of the Superintendent or his/her designee, the President of the Association, or his/her designee. One (1) building principal chosen by the Superintendent, and one (1) Association member chosen by the Association President, shall administer the Bank. The Committee shall approve applications at its discretion. The Superintendent or his/her designee shall serve as chairperson.

3. Bargaining unit members who have exhausted all of their sick leave accumulation, who have developed a serious or catastrophic illness or who's minor child has developed a serious or catastrophic illness, and who have contributed to the Sick Leave Bank may request sick leave days from the Bank.

4. Approved bargaining unit members shall be granted up to a maximum of thirty (30) days from the Bank per request with a maximum of sixty (60) days per career; unless all sick leave borrowed days have been repaid in full. Members may file additional request.

5. The members shall be required to provide documentation to the Committee.

6. Absences due to alcohol and/or substance abuse of any kind shall not be considered appropriate reasons for application approval.

7. Members who qualify for disability retirement shall be required to apply to STRS for such benefits.

8. The Sick Leave Bank shall not be used as a mean for increasing retirement compensation and/or severance pay.

9. Members receiving sick days from the Sick Leave Bank shall be required to repay the Bank at the rate of 50% of his/her annual accumulated sick leave at the end of the salary contract year, each year until the total number of days borrowed have been restored to the Bank.

10. The Sick Leave Bank shall remain in effect on a yearly basis (July 1 – June 30) and either party may terminate the Bank upon written notification no later than June 1 of the year preceding its termination.

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11. Should the Sick Leave Bank be terminated, the days in the Bank will be redistributed on a prorated basis to those who contributed.

K. Leave Without Pay

Each employee is eligible for up to three (3) days of unpaid leave per school year, to be granted at the discretion of the administration. All unpaid days, including "dock" days, count towards the three (3) days referenced in this Section.

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ARTICLE 8 COMPENSATION

A. Salary Schedule

1. The salary schedule is contained in Appendix A.

2. In consideration of the services rendered by the member, the Board agrees to pay said member a base annual salary as prescribed by the salary schedule of the District, whether existing or hereafter adopted. The initial compensation to be paid under a contract shall be according to the existing salary schedule and that amount shall appear on the contract and/or salary notification.

4. Beginning with the 2017-18 school year, each bargaining unit member's annual pay will be divided by twenty-six (26) and authorized deductions will be subtracted from that amount. Paychecks will be issued on every other Friday unless that day is a holiday, in which case, the payment will be on the day prior to the District closing for the holiday.

   After the adoption of the school calendar, there may be a need to adjust the pay periods due to a twenty-six (26) pay year equaling 364 days and a calendar year equaling 365 or 366 days.

   To adjust the pay periods, the Treasurer may utilize an annual pay schedule of twenty-seven (27) pays as needed.

5. No member shall be required to attend a meeting, or accept any assignment other than during the regular member's work year unless compensated, provided said attendance is required for certification.

6. Members filing with the Superintendent by September 15 the necessary verification of additional course work, making them eligible to move to a higher level on the salary schedule, will be placed on the appropriate column effective the beginning of the contract year.

7. Members filing by January 15 the necessary verification with the Superintendent of additional course work, making them eligible to move to a higher level on the salary schedule, will be placed on the appropriate column effective beginning February 1. Said placement shall not be made retroactive.

B. Supplemental Contracts

1. Qualifications and seniority will be taken into account when hiring for supplemental vacancies. Each applicant for an athletic coaching position must provide a written summary of their qualifications and experience to fulfill the job in question. The Board shall hire an applicant who is a member of the bargaining unit if there is one who is qualified for the position. It is understood that the

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Board has the sole discretion to make the final determination regarding qualifications for the filling of supplemental positions.

2. All members granted additional compensation for such stated supplemental responsibilities shall be given a written contract that is in addition to their regular contract in keeping with the Ohio Revised Code. A supplemental contract shall be issued to all members receiving additional duty pay. Such supplemental contract shall include the following information.

   a. Name of said member.

   b. Name of school district and Board of Education for which responsibilities shall be performed.

   c. Number of years contract is to be in force.

   d. Statement of additional responsibility(ies) and compensation to be provided for each, and a job description, if available.

   e. Dates within which compensation is being provided for said responsibility.

   f. Basis by which compensation is being provided for said responsibility.

   g. Total compensation - supplemental and regular.

   h. Provision that all necessary procedures have been completed by the Board prior to the offering of the contract, followed by the signature of the Board's President and Treasurer.

   i. Provision for signature and date of signing by the member.

3. Members shall be compensated for supplemental duties according to the supplemental salary schedule attached as Appendix B; a percent of the base of the beginning Bachelor Degree salary schedule.

4. Any agreement to act as a supervisor for any extracurricular activity that is listed on the supplementary salary schedule shall be by supplemental contract in accordance with Section 3319.08 ORC. Members involved in any change will be consulted before changes are made.

5. Each principal shall post in his/her building notice of all supplemental contract vacancies. Interested members shall notify the principal or the Athletic Director of the specific position for which they desire to apply.

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6. The Board and administration have the sole discretion to determine how much experience credit, if any, is to be given to individuals who have not previously held a supplemental contract with the District in a particular program.

7. For employees that have performed a supplemental contract for the district in a particular program and have a break in service, and then return to perform a supplemental contract in that same program, the employee will be placed at the appropriate experience level in accordance with the following:

   - 0-5 years' experience in that program – automatically granted the amount of actual experience.

   - 6 or more years' experience in that program – automatically granted at least 5 years' experience and can be granted up to a maximum of ten years' experience at the discretion of the Board.

8. In addition to the District's right to terminate and/or reprimand the holders of supplemental contracts, the District may also suspend a supplemental contract holder from said supplemental contract, without pay, for up to fifteen (15) work days. Suspensions shall be for just cause. The length of the suspension shall be based upon the severity of the offense. Prior to implementing a suspension, the District shall provide the supplemental contract holder with notification of the allegations, and an opportunity to tell his/her side of the story.

C. Severance Pay

1. For members who have sixteen (16) or more years of service credit as of June 30, 1998, one-half (½) of the accumulated and unused sick leave (up to 120 days) will be paid full time members upon proof of retirement with the State Teachers' Retirement System (STRS). The amount of benefit shall not exceed sixty (60) days, except as indicated in Section 3 below.

2. For members who have fifteen (15) or less years of service credit as of June 30, 1998, one-third (1/3) of the accumulated and unused sick leave (up to 195 days) will be paid full time members upon proof of retirement with STRS. The amount of benefit shall not exceed sixty-five (65) days.

3. For members who are employed on or after July 1, 2015, one fourth (1/4) of the accumulated and unused sick leave (up to 195 days) will be paid full time members upon proof of retirement with STRS. The amount of the benefit shall not exceed forty-eight and three-quarters (48.75) days.

4. Members governed by Section 1 are eligible to earn up to sixty-five (65) days of severance pay, but can only exceed sixty (60) days by using the one-third (1/3) calculation contained in Section 2.

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5. Members of the bargaining unit who have devoted the following years of service in the District shall be entitled to:

20 years	6 additional days
25 years	8 additional days
30 years	12 additional days
35 years	14 additional days

Retirees get paid the additional days referenced in this Section only to the extent that the member has that number of sick leave days remaining, at the time of retirement, after the Section 1– 3 calculations.

6. Daily rate of pay is established by dividing the annual salary by the number of paid days per year.

242 days	12 month employees
222 days	11 month employees
202 days	10 month employees
183 days	9 month employees

7. Member must have not less than ten (10) years' service credit in the teachers' retirement system.

8. Receipt of payment of accumulated sick leave shall eliminate all sick leave credit accumulated by the member.

9. Member must sign for the severance check certifying that all eligibility requirements have been met.

10. The Board shall provide a service award to members serving thirty (30) or more years in the District.

11. Unit members shall have the option of deferring payment of severance pay until the January following their retirement. Members may exercise such option by providing written notification to the Treasurer by June 1 of the year they are to retire.

D. Tuition Reimbursement

1. Any member employed by the Board of Education for a period of one year or more is eligible to receive payment for college credit. In order to be eligible, the bargaining unit member must give notification of his/her intent to pursue assigned responsibilities or to improve individual professional effectiveness, receive the prior approval of the LPDC, and the prior approval of the Superintendent.

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2. The Board will pay each member $50 per quarter hour and $70 per semester hour for a maximum of six (6) quarter hours or four (4) semester hours reimbursement per fiscal year. The Board will not reimburse a member for a course that has not received prior approval of the LPDC and the Superintendent.

   a. Payment will be made upon submission of a transcript verifying that the work was successfully completed (C or better) and a receipt showing the cost of course work taken. Spring and/or Second Semester course work shall be reimbursed by funds available from the fiscal year ending June 30. Summer, Fall and Winter work shall be reimbursed by funds available from the fiscal year starting July 1.

   b. Payment will be made within one month after receipt of transcript verifying that the work has been completed.

   c. $9,000 shall be appropriated to reimburse all eligible members.

E. Extended Service

Members who work on extended school year shall be paid at their daily rate of pay of their salary schedule for each day worked.

F. Summer School

Members employed to teach summer school shall be compensated based upon a ratio between their daily rate for the preceding school year and the number of hours employed. Example: A member is employed to teach 3 hours in summer school. The member's salary shall be .40 times his/her daily rate for the preceding school year.

G. Tutors Salary

Tutors employed on an hourly basis shall be paid at the rate of $22 per hour.

H. Dual Credit Classes

Every bargaining unit member who instructs a dual credit class will receive $250 per semester per course.

I. Sub Pay

1. Members granted such leave shall be replaced by a substitute whenever possible.

2. In the event that a substitute is not available, members assigned to teach, which would result in a reduction in the allotted planning and conference time provided by the terms of this Agreement or which would require a teacher to assume the

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responsibility of another teacher's students in addition to his/her own, shall be reimbursed as follows:

a. Members at the middle and high school shall be reimbursed at a maximum of $18.00 per period. Beginning with the second semester of the 2024-25 school year, members at the middle and high school shall be reimbursed at a maximum of $25 per period. A period shall be defined as a regular class period.

b. Members at the elementary level shall be reimbursed at a maximum of $14.00 per period. Beginning with the second semester of the 2024-25 school year, members at the elementary school shall be reimbursed at a maximum of $21 per period. A period shall be defined as a thirty (30) minute block of time or fraction thereof.

c. A period substitute shall be defined as a regular classroom teacher assuming responsibility for students regularly assigned to another teacher for a specific period.

J. Employment of Retired Teachers

1. For purposes of salary schedule placement upon initial employment, a previously retired teacher ("PRT") will be granted a minimum of five (5) and a maximum of ten (10) years' service credit, at the discretion of the Board. (A PRT with less than five years of credited teaching experience will be initially placed at their appropriate experience step on the salary schedule). The PRT will be placed at their appropriate education level on the salary schedule. A PRT may advance up to but not beyond Step 10 on the salary schedule.

2. PRTs will be awarded one-year contracts of employment that will automatically expire at the end of each school year without notice of non-renewal. No performance evaluations shall be required.

3. PRTs may be re-employed from year to year, with Board approval, but shall not be eligible for continuing contract status.

4. For purposes of Reduction in Force, PRTs will not accrue seniority.

5. PRTs shall not be eligible to participate in a contractual retirement incentive program, if any, or for severance pay upon separation from employment.

6. PRTs shall not be eligible to participate in the District's health insurance program offered to employees, unless such PRT is ineligible for such insurance through a retirement system. If the PRT becomes ineligible for health insurance through a retirement system, the PRT may enroll in the District's health insurance program only by paying the full cost of the applicable monthly premium.

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7. PRTs are not eligible for any insurance opt-out.

8. Prior employment in the District is no guarantee of post-retirement employment or a particular assignment, if hired.

9. PRTs shall be entitled to all other contract benefits available to bargaining unit members unless otherwise limited by specific provisions of this Article.

10. The parties intend for the provisions of this Article to supercede, to the maximum extent permitted by law, all sections of the ORC that may be in conflict with this Article. This includes, but is not limited to, ORC §3319.11, §3319.13/14, §3319.111, §3319.17, and §124.39(B).

K. Payroll Deductions

1. Unit members may sign and deliver to the Treasurer an authorization for deduction from their paychecks, political contributions, membership dues and assessments of the Association and its affiliates. Such authorization shall continue in effect until such time said individual gives written notice to the Treasurer of the Board to discontinue such deductions or until employment with the Board terminates.

2. Authorization to make such deductions must be filed with the Treasurer by September 30 in the year such deductions are to begin.

3. The Treasurer of the Association shall notify the Treasurer of the Board in writing by September 30 of each year the amount to deduct for Association membership dues in accordance with the employee authorization.

4. Deductions shall be made in twenty (20) equal installments beginning with the 1st paycheck in October and continuing in equal amounts from each subsequent paycheck until all installments have been deducted. New members after September 30 shall have deductions made in equal installments to begin the following pay period after delivery of authorization card and conclude when all installments have been deducted.

5. All dues money deducted shall be forwarded to the Ohio Education Association on a monthly basis as stipulated by agreement between the Association and the Board Treasurer.

6. If any member's employment is terminated before completing all dues payments authorized by her/him, the unpaid balance will be deducted from the final check received by the employee and will be remitted the same as a regular deduction.

7. Upon the application of fifteen (15) or more members desiring to participate in the same insurance, annuity and/or savings bond program the Treasurer shall

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deduct from the member's paycheck payments to said program in the amount(s) specified in the contract between the member and the companies.

8. The Treasurer and the Board shall be held harmless relative to the legality of said deductions if the deductions are being made as a part of a tax sheltered annuity.

9. The Treasurer shall forward all such deductions to the designated companies in accordance with contract requirements.

10. Upon written request, a member may have the option of having his/her paycheck deposited by electronic transfer to any bank that accepts automatic deposit, beginning with the second pay following notification to the Treasurer.

11. In accordance with the requirements of Section 3307.281 ORC, members may have the option of making payments to STRS for the purchase of approved credit through payroll deduction.

12. Fair Share Fee

If a court reverses the Janus *decision, Fair Share Fee will be reinstated in the contract without negotiating.*

L. Travel

Members who have regular assignments in more than one building or by nature of their assignment require travel during their regular day, shall be reimbursed throughout the school year at the IRS adopted rate; mileage should be measured from first school assigned of the day to the final school of the day. Reimbursement to be made on a monthly statement form available from the central administration office.

M. STRS Pick-up Salary Reduction Plan

1. The Treasurer is hereby authorized to contribute to STRS, in addition to the Board's required employer contribution, an amount equal to each employee's required contribution to STRS in lieu of being paid by each employee through a salary deduction and forwarded to STRS on behalf of each employee by the Treasurer. The amount contributed by the Board on behalf of each employee shall be treated as deferred salary otherwise payable to such employee in cash before the STRS deductions and taxable by the Federal and State governments.

2. a. The Board will contribute to STRS an amount equal to the employee's required contribution to STRS for the account of each certified employee; and

b. Payment for all paid leaves, sick leave, personal leave, severance and supplemental, including unemployment and workman's compensation,

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shall be based on the employee's daily gross pay prior to reduction as basis (e.g., gross pay divided by the number of days in an employee's contract).

3. The Board's total combined expenditures for each affected certificated employee's total contract salary payable in accordance with this section (including "pick-up" amounts) including its employer contribution to STRS shall not be greater than the amount the Board would have paid for each affected certificated employee had this section not been included in the Agreement.

4. The Treasurer shall compute and remit its employer contribution to STRS based upon total contract salary, including the "pick-up." The Treasurer shall report for Federal and Ohio income tax purposes as an employee's gross income, the employee's total contract salary less the amount of the "pick-up." The Treasurer shall report for municipal tax purposes the employee's total contract salary including the amount of the "pick-up."

5. Each affected certificated employee shall assume all responsibility of compliance with Internal Revenue Service salary exclusion allowance regulations with respect to the "pick-up" in combination with other tax deferred compensation plans in which he/she may be participating.

6. The Board and Treasurer shall be held harmless in the event the above "pickup" provisions are nullified by subsequent IRS rulings, Ohio Attorney General opinions, a court of competent jurisdiction, or other governing regulations or laws and this section of the Agreement shall be declared null and void.

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ARTICLE 9 INSURANCE

A. The Board of Education will make available to all full time members of the bargaining unit a comprehensive health insurance plan. Beginning in January 2018, the Board will pay ninety-one percent (91%) of each bargaining unit member's premium based on the SILVER Plan and the bargaining unit members will pay nine percent (9%) of the premium.

Any bargaining unit member can choose to purchase the GOLD Plan for any additional costs above the amount that the Board pays for the SILVER Plan.

Any bargaining unit member may choose the HSA or BRONZE Plan.
If BRONZE is selected, the following will occur:

1. The bargaining unit member will not pay any monthly premium. The Board will pay the cost of the premium; provided that the cost of the premium for the HSA/BRONZE Plan and Board contribution to HSA does not exceed the amount of the Board's premium share for the SILVER Plan. If the cost of the HSA/BRONZE Plan exceeds the Board's premium share for the SILVER Plan plus the Board's contribution to the HSA, the employee will have to pay any excess.
2. A member may contribute to their HSA. IF the member chooses to contribute to the HSA, the Board will match their contribution at the rate of fifty percent (50%) up to $50/month. The member may contribute up to the allowable IRS guidelines.
3. The Board will contribute the matching amount of a member's monthly contribution into his/her HSA, not to exceed $600 per year. This will occur with the last pay in each month and only if the member chooses to contribute $100/month to their own HSA.
4. The member may make changes to HSA contributions by submitting a request in writing to the Treasurer.

If the insurance renewal is going to be more than a twelve percent (12%) increase, the parties will meet to discuss plan changes to reduce the renewal percentage to twelve percent (12%) or less. If the parties cannot agree on plan changes to reduce the renewal percentage to twelve percent (12%) or less, the Board will make changes in the insurance plan to reduce the renewal increase to no more than twelve percent (12%).

B. Beginning January 1, 2017, the Comprehensive Health Insurance Policy for either an individual or family health plan shall provide payments according to the schedule in Appendix F.

C. The Board will make Vision insurance available to bargaining unit members and members will pay 100% of the premium.

D. The Board agrees to make available at no cost to each full time member of the bargaining unit the following Dental Protection Plan:

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R&C
100/80/60/50 Coinsurance
$25.00 Deductible Single
$50.00 Deductible Family
$1,000.00 Calendar Year Maximum
$1,000.00 Orthodontic Lifetime Maximum

E. The Board agrees to provide a $40,000 term life insurance plan with AD&D coverage.

F. Any plan requiring second opinion elective surgery and which does not include PERC or any similar requirement shall be considered equal to or better than the current plan.

G. An HMO/PPO plan equal to or better than the current health insurance plan shall be made available upon request by a member with the member paying the difference in cost between the health insurance plan provided by the Board and the HMO/PPO plan made available by the Board.

H. The Board shall designate an annual window period during which time members may enroll or change enrollment in the health programs made available by the Board.

I. Family members of the same household who are employed by the Board may select their coverage: gold/silver/bronze (HDHP/HSA) with preference given to the most effective combination of plan types (single/E+1/family). Said members shall not be entitled to participate in the health insurance Opt-Out incentive plan pursuant to Section J of this article.

J. Health Insurance Opt-Out Incentive Plan

1. Eligible Participants:

Full time bargaining unit members who are currently insured under the health insurance plan provided in this Agreement, and who may be insured under another health insurance plan, may elect to opt-out of the Board-approved health insurance plan by completing the Application for Participation In Health Insurance Conservation Incentive Plan.

2. Opt-Out Benefits:

Eligible unit members electing to opt-out of the Board-approved health insurance plan shall receive an incentive payment in accordance with the following table: (The incentive payment will be pro-rated for employees who opt-out of the insurance program for less than the full contract year.)

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Number of unit members opting out of insurance plan	Amount of incentive per member for single plan opt-out	Amount of incentive per member for family plan opt-out
9 or less	$ 750.00 ($62.50 per mo.)	$1,500 ($125.00 per mo.)
10-11	937.50 ($78.13 per mo.)	1,875 ($156.25 per mo.)
12-14	1,125.00 ($93.75 per mo.)	2,250 ($187.50 per mo.)
15-17	1,350.00 ($112.50 per mo.)	2,700 ($225.00 per mo.)
18-29	1,500.00 ($125.00 per mo.)	3,000 ($250.00 per mo.)
30-34	2,500.00 ($208.33 per mo.)	5,000 ($416.67 per mo.)
35 or more	3,000.00 ($250.00 per mo.)	6,000 ($500.00 per mo.)

3. Involuntary Changes In Insured Status

Any eligible unit member who elected to opt-out of the health insurance plan provided by this Agreement who involuntarily loses other insurance coverage through the unemployment of spouse, death of spouse, or divorce from spouse will be permitted to re-enroll in the Board-approved health insurance plan(s). Notice of intent to enroll will be provided the Treasurer not later than the third Monday of the month following a qualifying event with coverage to be effective the first day of the following month.

4. Voluntary Changes In Insured Status:

Subject to provisions of paragraph 3 above, any unit member who elected to opt-out of the Board-approved health insurance plan provided in this Agreement may enroll in the Board-approved health insurance plan(s) during the next annual open enrollment period. Any such member shall notify the Treasurer that he/she intends to re-enroll in the Board-approved health insurance plan(s).

5. Reimbursement Date:

Eligible members opting-out of the health insurance plan provided in this Agreement shall be reimbursed in accordance with the provisions of Section 2 above in two installments paid in the last pay in December and the last pay in June.

K. Insurance Advisory Committee

An insurance advisory committee shall be established composed of the Association President, two Association members appointed by the Association President, the Superintendent and two administrators appointed by the Superintendent, to review the present plan for the specific purpose of developing cost containment provisions designed to stabilize and/or reduce the cost of the insurance program, to be recommended to bargaining unit members and the Board for approval. The committee may be convened by either the Superintendent or his/her designee or the President of the Association or his/her designee.

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L. Spousal Exclusion

Beginning January 1, 2008, the spouse of an employee must enroll in his or her employer's health care plan unless one of the following applies:

1. The spouse does not work outside the home
2. The spouse's employer does not offer health care benefits
3. The spouse is retired
4. The spouse's employer pays less than 50% of the coverage
5. The spouse's insurance plan costs the spouse more than $5000 (in premiums only) for a single plan.

If none of these exemptions apply, the spouse must enroll in at least a single-coverage (individual) plan with their employer. The spouse's employer will be responsible as the first (primary) payer of health care claims, and if the spouse is also covered under our plan, we will then apply the coordination of benefits feature to whatever the spouse's employer does not pay.

A Spouse Insurance Verification Form will be provided to each employee, for their spouse's employer to complete (unless the spouse also works for the District). If one of the exemptions listed above apply to the spouse, employees can use the same form to document that exemption.

This form is to be submitted annually before the end of the Open Enrollment period. If the spouse's employer has a different Open Enrollment period, we will extend the deadline until the spouse can join his or her employer's plan.

If the spouse loses medical benefits through their employer or retires, the District's plan would then become primary, until such time as the spouse may become re-eligible under this section.

To make this plan work fairly for everyone, there will be penalties for misrepresenting information regarding a spouse's insurance status. Those penalties include loss of coverage and the recovery of improper payments and the expenses of that recovery.

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ARTICLE 10 DURATION

A. This contract shall be effective September 1, 2024 through June 30, 2027.

B. It is the understanding of both parties that they are obligated for only those items that have been agreed to in this document. This Agreement represents the total understanding and obligation between the parties.

C. If any section of this contract is found to be contrary to law, that section shall be declared void. If any section of this contract shall become contrary to law later, that section shall be declared void at that time. If this occurs, the Association may request bargaining over any terms and conditions of employment affected by the voided section. All other sections and items will remain in effect.

D. During the life of this contract, negotiations may be reopened in accordance with the provisions of this Agreement only.

BOARD OF EDUCATION
GALLIPOLIS CITY SCHOOLS

LYNN ANGELL 12/4/2024
President Date

Craig Wright 12/4/2024
Superintendent Date

Bethany M Lewis 12/4/2024
Treasurer Date

GALLIPOLIS EDUCATION
ASSOCIATION

Jamie Saunders 12/2/2024
President Date

Ashton Saunders 12/2/2024
Vice-President Date

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APPENDIX A

2024-2025
GEA Salary Schedule
7.50%

BA

Years of Experience	Index	Salary
0	1.000	37,983.31
1	1.045	39,692.56
2	1.090	41,401.81
3	1.135	43,111.06
4	1.180	44,820.31
5	1.225	46,529.55
6	1.270	48,238.80
7	1.315	49,948.05
8	1.360	51,657.30
9	1.405	53,366.55
10	1.450	55,075.80
11	1.495	56,785.05
12	1.540	58,494.30
13	1.540	58,494.30
14	1.540	58,494.30
15	1.540	58,494.30
16	1.540	58,494.30
17	1.585	60,203.55
18	1.585	60,203.55
19	1.585	60,203.55
20	1.585	60,203.55
21	1.585	60,203.55
22	1.630	61,912.80
23	1.630	61,912.80
24	1.630	61,912.80
25	1.630	61,912.80
26	1.630	61,912.80
27	1.675	63,622.04
28	1.675	63,622.04
29	1.675	63,622.04
30	1.720	65,331.29

5 Year (150+ Hours)

Years of Experience	Index	Salary
0	1.07	40,642.14
1	1.12	42,541.31
2	1.17	44,440.47
3	1.22	46,339.64
4	1.27	48,238.80
5	1.32	50,137.97
6	1.37	52,037.13
7	1.42	53,936.30
8	1.47	55,835.47
9	1.52	57,734.63
10	1.57	59,633.80
11	1.62	61,532.96
12	1.67	63,432.13
13	1.67	63,432.13
14	1.67	63,432.13
15	1.67	63,432.13
16	1.67	63,432.13
17	1.72	65,331.29
18	1.72	65,331.29
19	1.72	65,331.29
20	1.72	65,331.29
21	1.72	65,331.29
22	1.77	67,230.46
23	1.77	67,230.46
24	1.77	67,230.46
25	1.77	67,230.46
26	1.77	67,230.46
27	1.82	69,129.62
28	1.82	69,129.62
29	1.82	69,129.62
30	1.87	71,028.79

MA

Years of Experience	Index	Salary
0	1.15	43,680.81
1	1.21	45,959.81
2	1.27	48,238.80
3	1.33	50,517.80
4	1.39	52,796.80
5	1.45	55,075.80
6	1.51	57,354.80
7	1.57	59,633.80
8	1.63	61,912.80
9	1.69	64,191.79
10	1.75	66,470.79
11	1.81	68,749.79
12	1.87	71,028.79
13	1.87	71,028.79
14	1.87	71,028.79
15	1.87	71,028.79
16	1.87	71,028.79
17	1.93	73,307.79
18	1.93	73,307.79
19	1.93	73,307.79
20	1.93	73,307.79
21	1.93	73,307.79
22	1.99	75,586.79
23	1.99	75,586.79
24	1.99	75,586.79
25	1.99	75,586.79
26	1.99	75,586.79
27	2.05	77,865.79
28	2.05	77,865.79
29	2.05	77,865.79
30	2.11	80,144.78

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2025-2026

GEA Salary Schedule

3.00%

BA

Years of Experience	Index	Salary
0	1.000	39,122.81
1	1.045	40,883.34
2	1.090	42,643.86
3	1.135	44,404.39
4	1.180	46,164.92
5	1.225	47,925.44
6	1.270	49,685.97
7	1.315	51,446.50
8	1.360	53,207.02
9	1.405	54,967.55
10	1.450	56,728.07
11	1.495	58,488.60
12	1.540	60,249.13
13	1.540	60,249.13
14	1.540	60,249.13
15	1.540	60,249.13
16	1.540	60,249.13
17	1.585	62,009.65
18	1.585	62,009.65
19	1.585	62,009.65
20	1.585	62,009.65
21	1.585	62,009.65
22	1.630	63,770.18
23	1.630	63,770.18
24	1.630	63,770.18
25	1.630	63,770.18
26	1.630	63,770.18
27	1.675	65,530.71
28	1.675	65,530.71
29	1.675	65,530.71
30	1.720	67,291.23
31	1.720	67,291.23
32	1.765	69,051.76

5 Year (150+ Hours)

Years of Experience	Index	Salary
0	1.07	41,861.41
1	1.12	43,817.55
2	1.17	45,773.69
3	1.22	47,729.83
4	1.27	49,685.97
5	1.32	51,642.11
6	1.37	53,598.25
7	1.42	55,554.39
8	1.47	57,510.53
9	1.52	59,466.67
10	1.57	61,422.81
11	1.62	63,378.95
12	1.67	65,335.09
13	1.67	65,335.09
14	1.67	65,335.09
15	1.67	65,335.09
16	1.67	65,335.09
17	1.72	67,291.23
18	1.72	67,291.23
19	1.72	67,291.23
20	1.72	67,291.23
21	1.72	67,291.23
22	1.77	69,247.37
23	1.77	69,247.37
24	1.77	69,247.37
25	1.77	69,247.37
26	1.77	69,247.37
27	1.82	71,203.51
28	1.82	71,203.51
29	1.82	71,203.51
30	1.87	73,159.65
31	1.87	73,159.65
32	1.92	75,115.80

MA

Years of Experience	Index	Salary
0	1.15	44,991.23
1	1.21	47,338.60
2	1.27	49,685.97
3	1.33	52,033.34
4	1.39	54,380.71
5	1.45	56,728.07
6	1.51	59,075.44
7	1.57	61,422.81
8	1.63	63,770.18
9	1.69	66,117.55
10	1.75	68,464.92
11	1.81	70,812.29
12	1.87	73,159.65
13	1.87	73,159.65
14	1.87	73,159.65
15	1.87	73,159.65
16	1.87	73,159.65
17	1.93	75,507.02
18	1.93	75,507.02
19	1.93	75,507.02
20	1.93	75,507.02
21	1.93	75,507.02
22	1.99	77,854.39
23	1.99	77,854.39
24	1.99	77,854.39
25	1.99	77,854.39
26	1.99	77,854.39
27	2.05	80,201.76
28	2.05	80,201.76
29	2.05	80,201.76
30	2.11	82,549.13
31	2.11	82,549.13
32	2.17	84,896.50

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2026-2027
GEA Salary Schedule
3.00%

BA

Years of Experience	Index	Salary
0	1.000	40,296.49
1	1.045	42,109.83
2	1.090	43,923.17
3	1.135	45,736.52
4	1.180	47,549.86
5	1.225	49,363.20
6	1.270	51,176.54
7	1.315	52,989.88
8	1.360	54,803.23
9	1.405	56,616.57
10	1.450	58,429.91
11	1.495	60,243.25
12	1.540	62,056.59
13	1.540	62,056.59
14	1.540	62,056.59
15	1.540	62,056.59
16	1.540	62,056.59
17	1.585	63,869.94
18	1.585	63,869.94
19	1.585	63,869.94
20	1.585	63,869.94
21	1.585	63,869.94
22	1.630	65,683.28
23	1.630	65,683.28
24	1.630	65,683.28
25	1.630	65,683.28
26	1.630	65,683.28
27	1.675	67,496.62
28	1.675	67,496.62
29	1.675	67,496.62
30	1.720	69,309.96
31	1.720	69,309.96
32	1.765	71,123.30

5 Year (150+ Hours)

Years of Experience	Index	Salary
0	1.07	43,117.24
1	1.12	45,132.07
2	1.17	47,146.89
3	1.22	49,161.72
4	1.27	51,176.54
5	1.32	53,191.37
6	1.37	55,206.19
7	1.42	57,221.02
8	1.47	59,235.84
9	1.52	61,250.66
10	1.57	63,265.49
11	1.62	65,280.31
12	1.67	67,295.14
13	1.67	67,295.14
14	1.67	67,295.14
15	1.67	67,295.14
16	1.67	67,295.14
17	1.72	69,309.96
18	1.72	69,309.96
19	1.72	69,309.96
20	1.72	69,309.96
21	1.72	69,309.96
22	1.77	71,324.79
23	1.77	71,324.79
24	1.77	71,324.79
25	1.77	71,324.79
26	1.77	71,324.79
27	1.82	73,339.61
28	1.82	73,339.61
29	1.82	73,339.61
30	1.87	75,354.44
31	1.87	75,354.44
32	1.92	77,369.26

MA

Years of Experience	Index	Salary
0	1.15	46,340.96
1	1.21	48,758.75
2	1.27	51,176.54
3	1.33	53,594.33
4	1.39	56,012.12
5	1.45	58,429.91
6	1.51	60,847.70
7	1.57	63,265.49
8	1.63	65,683.28
9	1.69	68,101.07
10	1.75	70,518.86
11	1.81	72,936.65
12	1.87	75,354.44
13	1.87	75,354.44
14	1.87	75,354.44
15	1.87	75,354.44
16	1.87	75,354.44
17	1.93	77,772.23
18	1.93	77,772.23
19	1.93	77,772.23
20	1.93	77,772.23
21	1.93	77,772.23
22	1.99	80,190.02
23	1.99	80,190.02
24	1.99	80,190.02
25	1.99	80,190.02
26	1.99	80,190.02
27	2.05	82,607.80
28	2.05	82,607.80
29	2.05	82,607.80
30	2.11	85,025.59
31	2.11	85,025.59
32	2.17	87,443.38

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Appendix B

Supplementals Salary Schedule

2024-2025

Base $37,983.31

Category 1 - 15%	Experience	Salary	Index
Head Varsity & Junior Varsity Cheerleader Coach	0-2	$5,697.50	0.150
Head Varsity Cross Country Coach	3-5	$5,887.41	0.155
Head Varsity Soccer Coach Boys	6-8	$6,077.33	0.160
Head Varsity Soccer Coach Girls	9-11	$6,267.25	0.165
Head Varsity Golf Coach	12-14	$6,457.16	0.170
Head Varsity Football Coach	15-up	$6,647.08	0.175
Head Varsity Volleyball Coach			
Head Varsity Basketball Coach Boys			
Head Varsity Basketball Coach Girls			
Head Varsity Wrestling Coach			
Head Varsity Baseball Coach			
Head Varsity Softball Coach			
Head Varsity Tennis Coach			
Head Varsity Track Coach Girls			
Head Varsity Track Coach Boys			

*The individuals who hold the following 3 coaching positions as of 8/1/2021 are grandfathered at the current supplemental rate of 20%: Head Varsity Football Coach; Head Varsity Basketball Coach(Boys & Girls) and Varsity & JV Cheerleader Coach

Category 2 - 12%	Experience	Salary	Index
Assistant Varsity Football Coach (5)	0-2	$4,558.00	0.120
Assistant Varsity Basketball Coach Boys	3-5	$4,747.91	0.125
Junior Varsity Basketball Coach Boys	6-8	$4,937.83	0.130
9th Basketball Boys	9-11	$5,127.75	0.135
Assistant Varsity Basketball Coach Girls	12-14	$5,317.66	0.140
Junior Varsity Basketball Coach Girls	15-up	$5,507.58	0.145
Assistant Varsity Volleyball			
Junior Varsity Volleyball			
Assistant Varsity Soccer Coach Boys			
Assistant Varsity Soccer Coach Girls			
Junior Varsity Wrestling Coach			
Assistant Varsity Baseball Coach			
Junior Varsity Baseball Coach			
Assistant Varsity Softball Coach			
Junior Varsity Softball Coach			
Assistant Varsity Track Coach			

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Category 3 - 10%	Experience	Salary	Index
7th/8th Grade Head Football Coach	0-2	$3,798.33	0.100
7th/8th Grade Head Cross Country Coach	3-5	$3,988.25	0.105
7th Grade Head Basketball Coach Boys	6-8	$4,178.16	0.110
7th Grade Head Basketball Coach Girls	9-11	$4,368.08	0.115
8th Grade Head Basketball Coach Boys	12-14	$4,558.00	0.120
8th Grade Head Basketball Coach Girls	15-up	$4,747.91	0.125
7th/8th Grade Head Wrestling Coach			
7th/8th Grade Head Cheerleader Coach			
7th/8th Grade Head Soccer Coach			
7th Grade Head Volleyball Coach			
8th Grade Head Volleyball Coach			
7th/8th Grade Head Track Coach			
Director of High School Bands			
Gallian Yearbook Advisor			

Category 4 - 8%	Experience	Salary	Index
7th/8th Grade Assistant Football Coach (2)	0-2	$3,038.66	0.080
7th/8th Grade Assistant Track Coach	3-5	$3,228.58	0.085
Madrigal Director	6-8	$3,418.50	0.090
	9-11	$3,608.41	0.095
	12-14	$3,798.33	0.100
	15-up	$3,988.25	0.105

Category 5 - 6%	Experience	Salary	Index
Assistant Marching Band	0-2	$2,279.00	0.060
Spring Musical Director	3-5	$2,468.92	0.065
Evening School	6-8	$2,658.83	0.070
Lunchroom Duty	9-11	$2,848.75	0.075
Safety Team Representative	12-14	$3,038.66	0.080
	15-up	$3,228.58	0.085

Category 6 - 4%	Experience	Salary	Index
Key Club Advisor	0-2	$1,519.33	0.040
Building Technology Coordinator	3-5	$1,709.25	0.045
Middle School Yearbook Advisor/Business Advisor	6-8	$1,899.17	0.050
Color Guard Advisor	9-11	$2,089.08	0.055
	12-14	$2,279.00	0.060
	15-up	$2,468.92	0.065

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Category 7 - 3.5% Flat Rate	One Rate	
TBTLs	$1,329.42	0.035
DLT Building Representative		

Category 8 - 3%	Experience	Salary	Index
Noon Detention Supervisor	0-2	$1,139.50	0.030
9-12 Student Council Advisor	3-5	$1,329.42	0.035
6-8 Student Council Advisor	6-8	$1,519.33	0.040
Gallian Yearbook Business Advisor	9-11	$1,709.25	0.045
Mock Trial Advisor	12-14	$1,899.17	0.050
District Health Services Coordinator	15-up	$2,089.08	0.055
Elementary Bus Duty Supervisor			
Junior/Senior Prom Coordinator			

Category 9 - 2.5%	Experience	Salary	Index
Mentor Teacher	0-2	$949.58	0.025
Resident Educator Mentor	3-5	$1,139.50	0.030
	6-8	$1,329.42	0.035
	9-11	$1,519.33	0.040
	12-14	$1,709.25	0.045
	15-up	$1,899.17	0.050

Category 10 - 2%	Experience	Salary	Index
Model UN & Regional Scholars	0-2	$759.67	0.020
	3-5	$949.58	0.025
	6-8	$1,139.50	0.030
	9-11	$1,329.42	0.035
	12-14	$1,519.33	0.040
	15-up	$1,709.25	0.045

Category 11 - 1.5%	Experience	Salary	Index
National Honor Society Advsior	0-2	$569.75	0.015
Senior Activities Coordinator	3-5	$759.67	0.020
	6-8	$949.58	0.025
	9-11	$1,139.50	0.030
	12-14	$1,329.42	0.035
	15-up	$1,519.33	0.040

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Supplementals Salary Schedule

2025-2026

Base $39,122.81

Category 1 - 15%	Experience	Salary	Index
Head Varsity & Junior Varsity Cheerleader Coach	0-2	$5,868.42	0.150
Head Varsity Cross Country Coach	3-5	$6,064.04	0.155
Head Varsity Soccer Coach Boys	6-8	$6,259.65	0.160
Head Varsity Soccer Coach Girls	9-11	$6,455.26	0.165
Head Varsity Golf Coach	12-14	$6,650.88	0.170
Head Varsity Football Coach	15-up	$6,846.49	0.175
Head Varsity Volleyball Coach			
Head Varsity Basketball Coach Boys			
Head Varsity Basketball Coach Girls			
Head Varsity Wrestling Coach			
Head Varsity Baseball Coach			
Head Varsity Softball Coach			
Head Varsity Tennis Coach			
Head Varsity Track Coach Girls			
Head Varsity Track Coach Boys			

*The individuals who hold the following 3 coaching positions as of 8/1/2021 are grandfathered at the current supplemental rate of 20%: Head Varsity Football Coach; Head Varsity Basketball Coach(Boys & Girls) and Varsity & JV Cheerleader Coach

Category 2 - 12%	Experience	Salary	Index
Assistant Varsity Football Coach (5)	0-2	$4,694.74	0.120
Assistant Varsity Basketball Coach Boys	3-5	$4,890.35	0.125
Junior Varsity Basketball Coach Boys	6-8	$5,085.97	0.130
9th Basketball Boys	9-11	$5,281.58	0.135
Assistant Varsity Basketball Coach Girls	12-14	$5,477.19	0.140
Junior Varsity Basketball Coach Girls	15-up	$5,672.81	0.145
Assistant Varsity Volleyball			
Junior Varsity Volleyball			
Assistant Varsity Soccer Coach Boys			
Assistant Varsity Soccer Coach Girls			
Junior Varsity Wrestling Coach			
Assistant Varsity Baseball Coach			
Junior Varsity Baseball Coach			
Assistant Varsity Softball Coach			
Junior Varsity Softball Coach			
Assistant Varsity Track Coach			

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Category 3 - 10%	Experience	Salary	Index
7th/8th Grade Head Football Coach	0-2	$3,912.28	0.100
7th/8th Grade Head Cross Country Coach	3-5	$4,107.90	0.105
7th Grade Head Basketball Coach Boys	6-8	$4,303.51	0.110
7th Grade Head Basketball Coach Girls	9-11	$4,499.12	0.115
8th Grade Head Basketball Coach Boys	12-14	$4,694.74	0.120
8th Grade Head Basketball Coach Girls	15-up	$4,890.35	0.125
7th/8th Grade Head Wrestling Coach			
7th/8th Grade Head Cheerleader Coach			
7th/8th Grade Head Soccer Coach			
7th Grade Head Volleyball Coach			
8th Grade Head Volleyball Coach			
7th/8th Grade Head Track Coach			
Director of High School Bands			
Gallian Yearbook Advisor			

Category 4 - 8%	Experience	Salary	Index
7th/8th Grade Assistant Football Coach (2)	0-2	$3,129.82	0.080
7th/8th Grade Assistant Track Coach	3-5	$3,325.44	0.085
Madrigal Director	6-8	$3,521.05	0.090
	9-11	$3,716.67	0.095
	12-14	$3,912.28	0.100
	15-up	$4,107.90	0.105

Category 5 - 6%	Experience	Salary	Index
Assistant Marching Band	0-2	$2,347.37	0.060
Spring Musical Director	3-5	$2,542.98	0.065
Evening School	6-8	$2,738.60	0.070
Lunchroom Duty	9-11	$2,934.21	0.075
Safety Team Representative	12-14	$3,129.82	0.080
	15-up	$3,325.44	0.085

Category 6 - 4%	Experience	Salary	Index
Key Club Advisor	0-2	$1,564.91	0.040
Building Technology Coordinator	3-5	$1,760.53	0.045
Middle School Yearbook Advisor/Business Advisor	6-8	$1,956.14	0.050
Color Guard Advisor	9-11	$2,151.75	0.055
	12-14	$2,347.37	0.060
	15-up	$2,542.98	0.065

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Category 7 - 3.5% Flat Rate	One Rate	
TBTLs	$1,369.30	0.035
DLT Building Representative		

Category 8 - 3%	Experience	Salary	Index
Noon Detention Supervisor	0-2	$1,173.68	0.030
9-12 Student Council Advisor	3-5	$1,369.30	0.035
6-8 Student Council Advisor	6-8	$1,564.91	0.040
Gallian Yearbook Business Advisor	9-11	$1,760.53	0.045
Mock Trial Advisor	12-14	$1,956.14	0.050
District Health Services Coordinator	15-up	$2,151.75	0.055
Elementary Bus Duty Supervisor			
Junior/Senior Prom Coordinator			

Category 9 - 2.5%	Experience	Salary	Index
Mentor Teacher	0-2	$978.07	0.025
Resident Educator Mentor	3-5	$1,173.68	0.030
	6-8	$1,369.30	0.035
	9-11	$1,564.91	0.040
	12-14	$1,760.53	0.045
	15-up	$1,956.14	0.050

Category 10 - 2%	Experience	Salary	Index
Model UN & Regional Scholars	0-2	$782.46	0.020
	3-5	$978.07	0.025
	6-8	$1,173.68	0.030
	9-11	$1,369.30	0.035
	12-14	$1,564.91	0.040
	15-up	$1,760.53	0.045

Category 11 - 1.5%	Experience	Salary	Index
National Honor Society Advsior	0-2	$586.84	0.015
Senior Activities Coordinator	3-5	$782.46	0.020
	6-8	$978.07	0.025
	9-11	$1,173.68	0.030
	12-14	$1,369.30	0.035
	15-up	$1,564.91	0.040

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Supplementals Salary Schedule

2026-2027

Base $40,296.49

Category 1 - 15%	Experience	Salary	Index
Head Varsity & Junior Varsity Cheerleader Coach	0-2	$6,044.47	0.150
Head Varsity Cross Country Coach	3-5	$6,245.96	0.155
Head Varsity Soccer Coach Boys	6-8	$6,447.44	0.160
Head Varsity Soccer Coach Girls	9-11	$6,648.92	0.165
Head Varsity Golf Coach	12-14	$6,850.40	0.170
Head Varsity Football Coach	15-up	$7,051.89	0.175
Head Varsity Volleyball Coach			
Head Varsity Basketball Coach Boys			
Head Varsity Basketball Coach Girls			
Head Varsity Wrestling Coach			
Head Varsity Baseball Coach			
Head Varsity Softball Coach			
Head Varsity Tennis Coach			
Head Varsity Track Coach Girls			
Head Varsity Track Coach Boys			

*The individuals who hold the following 3 coaching positions as of 8/1/2021 are grandfathered at the current supplemental rate of 20%: Head Varsity Football Coach; Head Varsity Basketball Coach(Boys & Girls) and Varsity & JV Cheerleader Coach

Category 2 - 12%	Experience	Salary	Index
Assistant Varsity Football Coach (5)	0-2	$4,835.58	0.120
Assistant Varsity Basketball Coach Boys	3-5	$5,037.06	0.125
Junior Varsity Basketball Coach Boys	6-8	$5,238.54	0.130
9th Basketball Boys	9-11	$5,440.03	0.135
Assistant Varsity Basketball Coach Girls	12-14	$5,641.51	0.140
Junior Varsity Basketball Coach Girls	15-up	$5,842.99	0.145
Assistant Varsity Volleyball			
Junior Varsity Volleyball			
Assistant Varsity Soccer Coach Boys			
Assistant Varsity Soccer Coach Girls			
Junior Varsity Wrestling Coach			
Assistant Varsity Baseball Coach			
Junior Varsity Baseball Coach			
Assistant Varsity Softball Coach			
Junior Varsity Softball Coach			
Assistant Varsity Track Coach			

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Category 3 - 10%	Experience	Salary	Index
7th/8th Grade Head Football Coach	0-2	$4,029.65	0.100
7th/8th Grade Head Cross Country Coach	3-5	$4,231.13	0.105
7th Grade Head Basketball Coach Boys	6-8	$4,432.61	0.110
7th Grade Head Basketball Coach Girls	9-11	$4,634.10	0.115
8th Grade Head Basketball Coach Boys	12-14	$4,835.58	0.120
8th Grade Head Basketball Coach Girls	15-up	$5,037.06	0.125
7th/8th Grade Head Wrestling Coach			
7th/8th Grade Head Cheerleader Coach			
7th/8th Grade Head Soccer Coach			
7th Grade Head Volleyball Coach			
8th Grade Head Volleyball Coach			
7th/8th Grade Head Track Coach			
Director of High School Bands			
Gallian Yearbook Advisor			

Category 4 - 8%	Experience	Salary	Index
7th/8th Grade Assistant Football Coach (2)	0-2	$3,223.72	0.080
7th/8th Grade Assistant Track Coach	3-5	$3,425.20	0.085
Madrigal Director	6-8	$3,626.68	0.090
	9-11	$3,828.17	0.095
	12-14	$4,029.65	0.100
	15-up	$4,231.13	0.105

Category 5 - 6%	Experience	Salary	Index
Assistant Marching Band	0-2	$2,417.79	0.060
Spring Musical Director	3-5	$2,619.27	0.065
Evening School	6-8	$2,820.75	0.070
Lunchroom Duty	9-11	$3,022.24	0.075
Safety Team Representative	12-14	$3,223.72	0.080
	15-up	$3,425.20	0.085

Category 6 - 4%	Experience	Salary	Index
Key Club Advisor	0-2	$1,611.86	0.040
Building Technology Coordinator	3-5	$1,813.34	0.045
Middle School Yearbook Advisor/Business Advisor	6-8	$2,014.82	0.050
Color Guard Advisor	9-11	$2,216.31	0.055
	12-14	$2,417.79	0.060
	15-up	$2,619.27	0.065

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Category 7 - 3.5% Flat Rate	One Rate	
TBTLs	$1,410.38	0.035
DLT Building Representative		

Category 8 - 3%	Experience	Salary	Index
Noon Detention Supervisor	0-2	$1,208.89	0.030
9-12 Student Council Advisor	3-5	$1,410.38	0.035
6-8 Student Council Advisor	6-8	$1,611.86	0.040
Gallian Yearbook Business Advisor	9-11	$1,813.34	0.045
Mock Trial Advisor	12-14	$2,014.82	0.050
District Health Services Coordinator	15-up	$2,216.31	0.055
Elementary Bus Duty Supervisor			
Junior/Senior Prom Coordinator			

Category 9 - 2.5%	Experience	Salary	Index
Mentor Teacher	0-2	$1,007.41	0.025
Resident Educator Mentor	3-5	$1,208.89	0.030
	6-8	$1,410.38	0.035
	9-11	$1,611.86	0.040
	12-14	$1,813.34	0.045
	15-up	$2,014.82	0.050

Category 10 - 2%	Experience	Salary	Index
Model UN &Regional Scholars	0-2	$805.93	0.020
	3-5	$1,007.41	0.025
	6-8	$1,208.89	0.030
	9-11	$1,410.38	0.035
	12-14	$1,611.86	0.040
	15-up	$1,813.34	0.045

Category 11 - 1.5%	Experience	Salary	Index
National Honor Society Advsior	0-2	$604.45	0.015
Senior Activities Coordinator	3-5	$805.93	0.020
	6-8	$1,007.41	0.025
	9-11	$1,208.89	0.030
	12-14	$1,410.38	0.035
	15-up	$1,611.86	0.040

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APPENDIX C

EVALUATION FORM

Self-Assessment Summary Tool

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

Name:
Date:

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

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Professional Growth Plan

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

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

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

Choose the Domain(s) aligned to the goal(s):

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

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

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

Comments:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

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

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

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

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

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

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

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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Teacher Performance Evaluation Rubric

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

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

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

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ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	Developing	Skilled	Accomplished
Collaboration and Communication) *Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys*	Element 1.5 Element 4.2 Element 4.4 Element 6.4	characteristics or backgrounds.		talents, backgrounds, skills, language proficiency and interests.	needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

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

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ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components				
		Ineffective	Developing	Skilled	Accomplished
		learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	demonstrated. The teacher uses limited differentiated instructional strategies or resources.	differentiated instructional strategies and resources for groups of students.	students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

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

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ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
				The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference,*	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Communication and collaboration with colleagues	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student

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ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
post-conference, artifacts, self-assessment, peer review	Element 6.3		Improvement of professional practice.	analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	learning, individual practice, school practice and/or the teaching profession.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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High-Quality Student Data Verification Form

Teacher Name: Click or tap here to enter text. Evaluator Name: Click or tap here to enter text.

Content Area(s): Click or tap here to enter text. Grade Level(s): Click or tap here to enter text.

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

1. Click or tap here to enter text.
2. Click or tap here to enter text.

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

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

AND

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

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

Comments: Click or tap here to enter text.

Teacher Signature: Date: Click or tap to enter a date.

HQSD Approval Signature: Date: Click or tap to enter a date.

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Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: General Form

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

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

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

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

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

Evaluator Summary Comments:

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Final Holistic Rating of Teacher Effectiveness—Full Evaluation

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

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

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

Professional Growth Plan Goal(s) Alignment:	Dates:			
Mark Domain Area(s): ☐ Focus for Learning ☐ Knowledge of Students ☐ Lesson Delivery ☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities Focus Area(s) Comments:	Date of Observation: Date of Conference: Comments:			
Professional Growth Plan Goal(s):	(Goal(s) prepopulate from previous entry)			
Progress on Professional Growth Plan Goal:	☐ Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)	☐ Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)		
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal • Carry forward from previous rating	Ineffective	Developing	Skilled	Accomplished

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

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

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APPENDIX D

STEP 1 – INFORMAL GRIEVANCE CONFERENCE FORM

A copy of this form shall be submitted to the following:
Grievance Committee, President of the Association,
Building Principal, and Superintendent.

Grievant/School_____

Date of Informal Conference_____

Signature of Grievant and Administrator That Informal Conference Occurred

_____ _____
Grievant Administrator

Date and Time of Informal Conference_____

_____
Signature of Grievant

Additional pages may be added to this report when necessary.

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GRIEVANCE REPORT FORM

Teacher's Name_____

Date_____

Statement of Grievance – Include date of occurrence, statement of the nature of the grievance, provisions of the contract violated, and the action requested.

_____

_____

_____

_____

_____

_____

_____
Signature of Grievant

STEP 2 – Disposition of the Building Principal

_____

_____

_____

_____

_____

_____

_____
Signature of Building Principal /date

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GRIEVANCE REPORT FORM – Continued

STEP 3 – Disposition of the Superintendent

_____

_____

_____

_____

_____

_____

_____

_____

_____
Signature of Superintendent /date

_____

Additional pages may be added to this report when necessary.

STEP 4 – FMCS Mediation

The grievant and the Association hereby request FMCS Mediation

_____ _____
Grievant /date For the Association /date

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STEP 5 – Arbitration

The grievant and the Association hereby request arbitration

_____	_____
Grievant /date	For the Association /date

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APPENDIX E

SICK LEAVE BANK REQUEST FORM

I am applying for _____ sick leave days from the Sick Leave Bank.

[To be completed by the applicant.]

Name_____

School_____

Date_____

I have read the Sick Leave Bank Section (Art. 7.J) of the Contract and qualify to apply for sick leave from the Sick Leave Bank. I agree to abide by all restrictions and regulations as set forth in said memorandum.

_____ _____
(Signature of Applicant) (Date)

(Please attach all documentation to this request.)

[To be completed by the Sick Leave Bank Committee.]

The Sick Leave Bank Committee met on _____

Your request was: _____ Approved _____ Not Approved

The number of days approved was: _____

_____ _____
(Signature of GEA President) (Signature of the Superintendent/Designee)

_____ _____
(Signature of GEA Representative) (Signature of Building Principal)

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APPENDIX F

HEALTH INSURANCE SUMMARY OF BENEFITS AND COVERAGE
SILVER PLAN

Visits with Virtual Care-Only Providers	Cost through our mobile app and website
Primary Care, and medical services for urgent/acute care	No charge medical deductible does not apply
Mental Health & Substance Use Disorder Services	No charge medical deductible does not apply
Specialist care	$30 copay per visit medical deductible does not apply

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Overall Deductible	$3,000 person / $6,000 family	$5,000 person / $10,000 family
Overall Out-of-Pocket Limit	$5,000 person / $10,000 family	$10,000 person / $20,000 family
The family deductible and out-of-pocket limit are embedded, meaning the cost shares of one family member will be applied to the per person deductible and per person out-of-pocket limit; in addition, amounts for all covered family members apply to both the family deductible and family out-of-pocket limit. No one member will pay more than the per person deductible or per person out-of-pocket limit. All medical and prescription drug deductibles, copayments and coinsurance apply to the out-of-pocket limit (excluding Non-Network Human Organ and Tissue Transplant (HOTT) services). In-Network and Non-Network deductibles and out-of-pocket limit amounts are separate and do not accumulate toward each other.		
Doctor Visits (virtual and office) *You are encouraged to select a Primary Care Physician (PCP).*		
Primary Care (PCP) and Mental Health and Substance Use Disorder Services *virtual and office*	$30 copay per visit medical deductible does not apply	50% coinsurance after medical deductible is met
Specialist Care *virtual and office*	$30 copay per visit medical deductible does not apply	50% coinsurance after medical deductible is met