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NEGOTIATED AGREEMENT

BETWEEN THE

DOVER CITY SCHOOL DISTRICT BOARD OF EDUCATION

AND THE

DOVER EDUCATION ASSOCIATION

Effective August 1, 2025 through July 31, 2028

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ARTICLE I – RECOGNITION

1.01 The Board of Education of the Dover City School District, hereinafter referred to as the "Board," recognizes the Dover Education Association, hereinafter referred to as the "Association," as the exclusive representative for all regular full-time and part-time certified personnel excluding casual substitutes, casual employees, confidential employees, Athletic Director, and management level employees as defined in O.R.C. Chapter §4117.

1.02 The members of the Association recognize the Board as the elected representatives of the Dover City School District who are charged with the responsibility for policy and operation of the schools.

1.03 Unless otherwise specified herein, a "day" shall mean a calendar day.

ARTICLE II - SCOPE OF BARGAINING

2.01 All matters pertaining to wages, hours, or terms and conditions of employment and the continuation, modification, or deletion of an existing provision of a collective bargaining agreement are subject to collective bargaining between the Board and the Association.

ARTICLE III - NEGOTIATION PROCEDURE

3.01 Request for Negotiation Meetings

No later than one hundred twenty-five (125) days prior to the expiration of the Agreement, or at another mutually agreed upon time, either the Board or the Association may submit a Notice to Negotiate to initiate the negotiation process. The Association shall direct its request to the Superintendent and the Board shall direct its request to the President of the Association. An exchange of initial proposals shall occur one (1) week prior to the parties' first negotiation session. No items shall be admitted thereafter except by mutual agreement of the parties.

3.02 Negotiation Meetings

A meeting time and place will be established within five (5) days of the request. The meetings will be held in executive session unless otherwise agreed upon, and will include the right to meet separately for an agreed length of time.

3.03 Negotiation Teams

A maximum of five (5) members of the Board, or designated representative(s) of the Board, will meet with a maximum of five (5) representatives designated by the Association to discuss and reach mutually satisfactory agreements. Neither party shall have control over the selection of the team members of the other. All final agreements shall be executed only by ratification of the Board and the Association membership. Team members are

empowered to make proposals and counterproposals, and to reach tentative agreement on items being negotiated.

3.04 Assistance

1. The teams may call upon competent resource people who may only be used to aid in the considerations and to make suggestions. Only three (3) resource people may be used by each team at any one (1) meeting. The expense of such consultants shall be borne by the party requesting them.

2. The Board and the Association agree to share all information directly related to the proposals submitted in negotiations.

3.05 Rules for Negotiation Meetings

1. At the close of each meeting, the next meeting shall be scheduled until the negotiations are completed. Recesses may be called by the chairman of either team for a reasonable length of time agreeable to both parties. Each negotiation session shall be limited to three (3) hours unless extended by mutual agreement.

2. Tentative agreements arrived at during the meetings shall be written down and initialed by both team chairmen.

3. Public statements may only be issued upon mutual agreement of the parties; however, both teams may make progress reports to their constituents.

4. Team members of both parties shall be immune from threats, penalties, censorship and other coercive tactics.

3.06 Dispute Settlement Procedure

1. If after forty-five (45) calendar days prior to the expiration of the Agreement, agreement has not been reached on all items under negotiation, either party may call for the services of the Federal Mediation and Conciliation Service (FMCS) to assist in negotiations. If a party calls for FMCS involvement, the other party shall join in a joint request. Both parties agree that this procedure is the final step in the dispute settlement procedure.

2. This dispute resolution procedure is mutually agreed to by the parties under O.R.C. §4117.14(C)(1)(f) and is intended to supersede the procedures contained in O.R.C. §4117.14.

3.07 Reaching Agreement

1. The tentative agreements made by the negotiation teams shall be reduced to writing as the proposed Agreement and submitted to the Association and the Board for approval. Following approval by the Association and by the Board, the Agreement

shall be published with the signatures of the President of the Association and the Board.

2. The Agreement will be prepared by the Board and proofed by the Association. Once the final document is approved by both parties, the Agreement will be printed and paid for by the Board.

ARTICLE IV – VACANCIES, TRANSFERS, ASSIGNMENT, TEACHER WORK YEAR, AND TEACHER WORKDAY

4.01 Vacancies and Transfers

1. Vacancies

a. Vacancies will be posted electronically via school email for all bargaining unit members**.** Such posting shall remain for five (5) calendar days.

b. Teachers wishing to be considered for a vacant position must notify the Superintendent in writing, within five (5) days from the date of the posting.

2. Transfers

a. A teacher may request a transfer to any position in the system at any time. The written request shall be made to the Superintendent and shall state the grade, subject area and/or building the teacher wants to transfer to.

b. An involuntary transfer shall be a change in teaching position initiated by the Superintendent. A teacher to be involuntarily transferred shall be granted a meeting with the Superintendent to discuss the proposed assignment. The teacher has the right to have a representative of his/her choice also attending the meeting. The involved teachers shall be given the reasons for the transfer, in writing, prior to the aforementioned meeting. A teacher who is involuntarily transferred shall be paid for up to thirty (30) hours at the curriculum rate for hours worked on site with prior approval by the building principal.

4.02 Notice of Teaching Assignment and Teacher Work Year

1. Each teacher in the Dover City School District will receive a notice of teaching assignment prior to July 15 of each year. The teacher assignment shall be as specific as possible. The notice will describe the building in which that teacher will work, the grade or level assigned in elementary schools, the subjects to be taught, and the number of teaching periods in the High School. Changes necessary after the notice has been received may be made by the Administration after notifying the teacher.

2. Present staff members, when qualified, will be considered for positions which open within the District.

3. The Association will be given input in determining any change in the length of the school day.

4. The amount of pay to be deducted for any unexcused absence will be the annual salary divided by the number of days in the school year as determined by the school calendar.

5. Teacher Work Year

   a. In preparing the school calendar, the Association will submit written calendar proposals for consideration by the Board, but the final decision for the calendar is the responsibility of the Board.

   b. The teacher school year, as determined by the school calendar, shall not exceed one hundred eighty-four (184) days for all teachers not in their first year of employment with the Board.

   c. Teachers will have six (6) hours over the two (2) in-service days at the start of the school year to work in their classrooms.

   d. Teachers' required service time for school activities will include up to four (4) hours of attendance at an event or after-school assignment as required by the school principal on or after the first teacher work day of the year, Open House, Meet the Teacher, and Graduation (High School only). Teachers may not take any form of leave or be excused from attending required service time events. If a teacher has an unavoidable conflict with a scheduled service event, he or she should discuss it with the principal as soon as practicable and an activity-time reassignment will be assigned by the principal.

   e. The school year for teachers in their first year of employment as a teacher shall not exceed the equivalent of one hundred eighty-nine (189) days. The additional five (5) days or equivalent time shall be paid at the hourly rate prescribed in Section 17.07(A) of this Agreement for this work. These additional days shall be used for orientation, in-service and entry year program activities. The Administration shall have the right to schedule this additional time in fractional parts with the equivalent of each day being six (6) hours of planning activities.

   f. For teachers new to the District but who have prior teaching experience, their school year shall be one hundred eighty-seven (187) days. The additional three (3) days or equivalent time shall be paid as extended service, in accordance with the hourly rate prescribed in Section 17.07(A) of this Agreement. This additional time or equivalent may be used as described in paragraph d. above.

4.03 Teacher Workday

1. All teachers are required to be in their respective buildings before and after the student day a combined total of a minimum of thirty (30) minutes.

2. The length of the teacher workday shall be a maximum of seven (7) hours and thirty (30) minutes and shall be scheduled between the hours of 7:00 a.m. and 5:00 p.m. daily.

3. The teacher's day shall include a minimum duty-free and meeting free lunch period of thirty (30) minutes in length.

4. Teachers shall receive two hundred ten (210) minutes of planning time per week. One hundred fifty (150) minutes must occur in a minimum of thirty (30) minutes of uninterrupted continuous minute blocks**.**

4.04 Traveling Teachers

1. Traveling teachers will be notified of the following information prior to the commencement of each school year, and copies of this information will be given to the building principal:

   a. Building assignment(s)
   b. The single administrator performing the evaluation
   c. Required attendance at teacher meeting in which building
   d. Parent-Teacher conferencing requirements.

2. The fact that a teacher travels will not be cause to lengthen his/her school day beyond the requirements of Section 4.03 Teacher Workday, nor alter any other terms and conditions of employment contained in the Agreement.

4.05 Calamity Days

1. After the 5th inclement weather day (Day 6) all members of the bargaining unit in the district will report to work, unless the Superintendent requires teachers to teach remotely either through remote learning if permitted by the Department of Education and Workforce ("DEW") guidelines and/or with blizzard bags. The bargaining unit member will have access to their school building on these days.

2. If road conditions are poor as determined by the superintendent, the district will run a two-hour delay schedule. If an employee is unable to get to school because of road conditions, he/she must take one of their three personal days.

3. If school is cancelled due to extreme temperatures, employees will report to work at their regularly scheduled times.

4. The superintendent has the authority to cancel schools for all employees.

5. In the event the minimum hour requirement for attendance was not met, staff would not report on these days since they would have to be made up at the end of the school year.

ARTICLE V - TEACHING LOAD

5.01 The teaching load shall be such that teachers have adequate time to perform their duties. Except in certain activity-type classes such as technology, art, physical education and music, the average pupil load for teachers within a department shall not exceed one hundred seventy (170) pupils daily.

ARTICLE VI - REGULAR RESOURCE TEACHERS

6.01 The Board agrees to employ sufficient qualified personnel so that each elementary student shall have at least one (1) class period per week of music, art or physical education under the supervision of these specialists in grades kindergarten through four (4). In grades five (5) and six (6), health may be added to the preceding subjects to be taught by elementary resource teachers.

6.02 While the class is under the supervision of the elementary resource teacher, the regular classroom teacher shall be engaged in professional activities related to his or her teaching assignment.

6.03 In the event that regular or resource teachers are absent, the Administration shall make an effort to secure a substitute teacher. If a certified employee is required by the principal to substitute for the absent employee, he/she shall be compensated at the teaching rate.

ARTICLE VII - DEPARTMENT CHAIRMEN AND LEAD TEACHERS

7.01 Job Descriptions and qualifications of department chairmen and lead teachers will be developed jointly and updated by the department chairmen and Administration.

7.02 Individuals selected as department chairmen and lead teachers shall be employed under a supplemental contract pursuant to O.R.C. §3319.11 and/or §3313.53 and shall be compensated pursuant to the Extra Duty Assignment Salary Schedule (Appendix A).

ARTICLE VIII - LABOR-MANAGEMENT COMMITTEE

8.01 A Labor-Management Committee shall be established for the express purpose to communicate, clarify, and problem-solve through regular meetings. At the start of each school year, the DEA president and the Superintendent shall establish a schedule of quarterly Labor-Management Committee (LMC) meetings. Additional meetings may be

scheduled by mutual agreement. Each year, guidelines shall be reviewed and revised by the committee, if appropriate.

8.02 Purpose

To enhance communication between the administration of the Dover City School District Board of Education and the Dover Education Association by jointly addressing concerns/problems outside a crisis environment and by discovering and discussing issues not typically covered by the collectively bargained Agreement.

8.03 Committee Membership

The LMC shall be composed of bargaining unit members from each building appointed by the Dover Education Association President and four (4) administrators appointed by the Superintendent.

ARTICLE IX - EVALUATION OF TEACHING AND SCHOOL COUNSELING EFFICIENCY – OTES 2.0 STAFF

9.01 Evaluation of certified staff using Ohio Teacher Evaluation System 2.0 ("OTES") or School Counselors Evaluation Tools

The purpose of periodic formal evaluation is the improvement of instruction.

1. Bargaining Unit Member to be Evaluated

Notwithstanding O.R.C. §3319.09, this provision applies to any person employed under a teacher license issued under O.R.C. §3319, or under a professional or permanent teacher's certificate issued under former O.R.C. 3319.222, and who spends at least 50% of the time employed providing content-related student instruction or is employed as a school counselor.

2. Credentialed Evaluators

Evaluations carried out under this provision are conducted by persons holding evaluator credentials established by the Ohio Department of Education and Workforce ("DEW"). Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment. Building principals and/or district administrators shall be responsible for observing and evaluating the teachers assigned to them with respect to minimum evaluation requirements. Additional observations may be performed by other certified District Administrators.

Only individuals who have completed Ohio School Counselor Evaluation System training are permitted to evaluate a school counselor.

3. Effectiveness Rating

Teachers and School Counselors are assigned an effectiveness rating of Accomplished, Skilled, Developing, or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to DEW requirements. The choice of metrics for student outcomes will be determined locally and will include information from the school or school district's report card when appropriate.

The Board shall use the standards and criteria set forth in the "Ohio Standards for School Counselors," developed by the Ohio Department of Education and Workforce, to distinguish between the following levels of performance for school counselors for purposes of assigning ratings on the evaluations conducted pursuant to Board policy and O.R.C. §3319.113: 1. Accomplished; 2. Skilled; 3. Developing; 4. Ineffective.

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

4. Teacher Performance Calculation

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing, or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

The full evaluation cycle includes:

- Professional Growth/Improvement Plan;
- One formal holistic observation, followed by a conference;
- At least two classroom walkthroughs – with an emphasis on identified focus area(s) when applicable;
- One formal focused observation – with an emphasis on identified focus area(s) and
- One final summative conference.

5. High Quality Student Data

High-quality student data (HQSD) is used to guide instructional decisions and meet student learning needs. HQSD must be reviewed by locally determined experts in the field of education to meet all of the required criteria and the teachers must use the data specified in and generated from the HQSD data instrument (Appendix C).

Evaluations must use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required. When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under R.C. 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable. Data from DEW vendor-approved sources may be considered HQSD as approved by the teacher and evaluator. Teacher-generated measures that meet all criteria on Appendix C will be approved by both the teacher and evaluator.

6. Professional Growth and Improvement Plans

Each teacher or school counselor must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. These plans are to be developed annually and must be based on the results of the evaluation and aligned to any existing district or building improvement plan.

Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan. Teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator.

Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators. Teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

7. Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

8. Evaluation Time Line

District administrators shall evaluate teachers based on Ohio law. For those teachers not being considered for nonrenewal, annual evaluations include two formal observations at least thirty (30) minutes each in duration in the same class period and periodic classroom walk-throughs. Teachers, who are on limited or extended limited contracts pursuant to State law and who are not in the probationary

period and who are under consideration for nonrenewal, shall receive at least three (3) formal observations during the evaluation cycle. The parties agree that teachers who are in their probationary period shall not be subject to this three (3) formal observation requirement.

There shall be at least twenty-one (21) school days between each formal observation unless there is mutual agreement to amend the twenty-one (21) days. No formal observations or walk-throughs shall take place during the three (3) days prior to, or after, an extended school vacation of more than two (2) school days unless mutually agreed upon. Conferences may be conducted during these times so long as they otherwise comply with the provisions of this article.

All teacher evaluations are completed by May 1, with a written copy of their evaluation results provided by May 10.

9. Observation of Teacher Performance

a. The teacher shall complete the relevant information on the pre-conference form (Appendix B.1) and provide the evaluator with lesson plans, text, and other evidence pertinent to the lesson during the pre-conference. A pre-conference will be held within 5 days of the observation.

b. The observation results will be documented on the Observation Form (Appendix B.2).

c. The evaluator shall complete a copy of the Observation Form (Appendix B.2) within 15 days of each observation performed.

d. A post conference will normally be conducted within fifteen (15) days after the observation unless the administrator or the teacher is absent.

e. Should a teacher /school counselor disagree with an observation and/or the final summative evaluation form, the teacher/school counselor may file a written response within ten (10) school days of receipt which shall be attached to the appropriate form.

10. Walk-Throughs

a. Teachers who are fully evaluated will have a minimum of two walk-throughs. The walk-through may be unannounced, but nothing prohibits informing the teacher of a walk-through.

b. A walk-through shall be at least five (5) consecutive minutes and no more than fifteen (15) minutes in duration. There shall be no more than six (6) walk-throughs per teacher performance cycle, unless additional are requested by the teacher.

c. A copy of the walk-through form (Appendix B.3), including all scripted and/or anecdotal comments relative to the walk-through, will be given to the teacher within five (5) work days.

11. The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations every three years, provided the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board evaluates school counselors receiving effectiveness ratings of accomplished on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every three years. In years when a full evaluation will not take place, one informal observation is carried out and at least one conference with the counselor is held.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board evaluates school counselors receiving effectiveness ratings of skilled on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every two years. In years when an evaluation will not take place, one informal observation is carried out and at least one conference with the counselor is held.

In the deferred year, the OTES/Counselor Rating form will be used for one observation. The narrative will not be required and the form will not be placed in the personnel file.

The Board may elect not to evaluate any teacher who has submitted an irrevocable official notice of retirement to the Board on or before December 1st of the school year.

The Board may elect not to evaluate any teacher who has or will be on leave for fifty percent or more of the school year.

The Board uses evaluation results for retention and promotion decisions for school counselors.

The Board uses evaluation results for removing poorly performing counselors.

12. Forms and Rubrics

All evaluation documents and rubrics used for those documents will be based on documents from the DEW OTES 2.0 and School Counselor Standards and Evaluation. Ohio Department of Education and Workforce online forms will be used.

13. It is the intention of the parties that this procedure supersedes Ohio law with respect to any topic regarding teacher evaluation addressed in the Ohio Revised Code, including, but not limited to O.R.C. §§3319.11, 3319.111, and 3319.112.

14. The Superintendent shall annually file a report to the Department of Education and Workforce including only information required by law.

15. The members of the HQSD Review Committee shall be representatives of the core subject areas for each elementary school, the middle school, the secondary school, and including specialty areas within the building. Any committee work required outside the contractual work day shall be paid at the curriculum rate.

ARTICLE X - EVALUATION OF NON-OTES CERTIFIED STAFF

10.01 Building principals shall be responsible for observing and evaluating the teachers assigned to them with respect to minimum evaluation requirements. Additional observations may be performed by other certified Administrators.

10.02 During the first year of employment with the District, each teacher will be observed a minimum of three (3) times. Two (2) of the observations will occur during the first semester.

10.03 All other limited contract teachers will be observed a minimum of two (2) times per year during the final year of their contract. The observations shall be done one (1) each semester.
After the conclusion of the first five years of employment, limited contract teachers will be observed a minimum of one (1) time per year.

10.04 Continuing contract teachers will be observed a minimum of once every three (3) school years.

10.05 All classroom observations shall be at least thirty (30) minutes in duration in the same class period. The observer shall complete the Teachers Classroom Observations Form and Performance Rating (See Appendix C) for each observation performed.

10.06 The evaluator will give a copy of the completed observation form(s) to the teacher at least one (1) day in advance of the post-observation conference. Changes to the observation form may be made as a result of the post-observation conference.

10.07 The observation results of the first two (2) formal observations of the year will be documented on the Teacher Classroom Observation Form and Performance Rating, one (1) form for each observation, and discussed at a post-observation conference. This conference will normally be conducted within five (5) working days after the second observation unless the administrator or the teacher is absent.

10.08 All observations and other documented items will be consolidated into the annual Teacher Summative Evaluation Form (Appendix C). A copy of any such referenced documents shall be given to the teacher.

10.09 Should a teacher disagree with an Observation or the Summative Evaluation Form, the teacher may file a written response within ten (10) school days of receipt which shall be attached to the appropriate form.

10.10 Copies of all completed Observation and Summative Evaluation Forms shall be distributed to the evaluator and to the teacher. The original of all evaluation forms shall be included in the teacher's personnel file.

10.11 All observations and evaluations will be written on the negotiated forms that are part of this Agreement. (See Appendix C.)

10.12 The teacher may take one (1) representative to any and all conferences in this procedure.

10.13 Time limits may be extended by mutual agreement.

10.14 When the overall performance of a teacher is less than satisfactory, the evaluator shall check the appropriate rating on the Teacher Summative Evaluation Form (Appendix C). The teacher shall have the right to request a conference with his/her evaluator following receipt of the summative evaluation form.

10.15 If any category on the Teacher Summative Evaluation Form is marked unsatisfactory ("U"), the evaluator shall inform the teacher on the evaluation form of the reasons for the unsatisfactory rating.

10.16 When a problem is identified, the evaluator will assist the teacher to set up written goals and objectives for improvement in the problem area(s). The goals and objectives will denote what type of assistance will be provided by the evaluator. The teacher is responsible for implementing reasonable suggestions for improvement. The teacher's signature on the goals and objectives will not constitute agreement with the goals and objectives, but only that the teacher has seen them.

10.17 All evaluations for teachers whose contracts are to be considered by the Board during the school year shall be completed on or before May 1 of that year.

10.18 It is the intention of the parties that this procedure supersedes Ohio law with respect to any topic regarding teacher evaluation addressed in the Ohio Revised Code including, but not limited to, O.R.C. §3319.11 and §3319.111.

ARTICLE XI - NON-RENEWAL PROCEDURE

11.01 Nonrenewal of Limited Teaching Contracts for Probationary Employees who have been Employed for Three (3) Years or Less

1. Limited contract teachers and who have been employed for three (3) or fewer years shall be notified by the Superintendent that they will not be recommended to the Board for rehiring for the next school year. Such notification shall be made at least ten (10) days prior to Board action on their contract. Prior to Board action on their contract, such teachers shall have the right to meet with the Board in executive session with representation to present their case.

2. This nonrenewal procedure for such teachers supersedes all provisions of O.R.C. §3319.11 and O.R.C. §3319.111, and such teachers shall have no right to challenge said nonrenewal pursuant to O.R.C. §3319.11 or §3319.111 or through the negotiated grievance procedure.

11.02 The procedural due process and evaluation requirements contained in O.R.C. §3319.11, §3319.111 and Article VIII of this Agreement shall not apply to supplemental contracts. It is further agreed that all supplemental contracts shall have a duration of one (1) year. Members of the bargaining unit who have held a supplemental contract and who are not going to be rehired for the same position will be notified by the Superintendent no later than June 30 or 90 days after the season ends (whichever is later), but prior to the Board meeting where action is taken to hire individuals for extra duty assignments. However, nonrenewal of a supplemental contract by the Board is not required.

ARTICLE XII- PERSONNEL FILE REVIEW

12.01 A teacher shall have the right, within twenty-four (24) hours of his/her request, to view the materials in his/her personnel file with the Superintendent or his/her designee present, exclusive of pre-employment confidential letters of recommendation or references. If an unfavorable statement or notation is in the file, the teacher shall be given an opportunity to attach a statement of rebuttal or explanation to the item in his/her file.

12.02 All documents included in the teacher's file shall be dated and identified as to source.

12.03 The teacher shall be notified when unfavorable material is to be placed in the file.

12.04 The teacher may request and receive at no cost a copy of any or all materials in his/her file.

12.05 The teacher shall have the right to be accompanied by a representative when reviewing his/her file.

12.06 Any complaint made against a certificated person by any parent, pupil, or other person which is entered into the personnel file and/or which may be used in an evaluation of a certificated person shall promptly be called to the attention of the certificated person. The certificated person shall be afforded the opportunity to answer or rebut such complaint in writing.

ARTICLE XIII- CONFERENCES, COMPLAINTS, DISCIPLINARY INTERVIEWS AND REPRIMANDS

13.01 Parental Conferences and Complaints

1. Members of the Bargaining Unit shall be informed of any complaint which is directed toward that employee which will become a matter of record.

2. At any conference involving the parents or guardians of a student, in which the teacher feels that the services of a school counselor may be of value, the teacher may request that a counselor be present. When such a request is made, the conference shall not proceed until the counselor is in attendance.

13.02 Progressive Discipline

1. The normal sequence of progressive discipline for members of the bargaining unit shall be as follows:

   a. Oral warning
   b. Written reprimand
   c. Suspension by the Superintendent (with or without pay for up to five (5) days)
   d. Termination

2. Discipline may begin at any step of the above procedure based upon the severity of the disciplinary infraction.

13.03 Disciplinary Interviews and Reprimands

Formal disciplinary/reprimand meetings shall be in private. Both the Administration and the employee have the right to representation at any disciplinary/reprimand meeting. It is the responsibility of the employee to determine his/her need for representation during any said meeting.

ARTICLE XIV- REDUCTION IN FORCE

14.01 When a reduction of staff is deemed appropriate, due to financial reasons as determined by the Board, by reason of decreased pupil enrollment, return to duty of regular teachers after leaves of absence, suspension of schools, or territorial changes affecting the District, the

Board will implement such reduction in accordance with this procedure. A decline in student enrollment as prescribed in the statute shall be defined as a decline in the number of students District-wide over the previous five (5) school years.

14.02 Thirty (30) days prior to the Board implementing a reduction in force, the Association President will be notified in writing of the intent to reduce staff.

14.03 Ten (10) days before the Board acts on a reduction in force, the individual affected bargaining unit members will be alerted of the fact by the Administration.

14.04 The Association President shall receive the following information prior to the Board implementing a reduction force:

1. The reasons for the reduction.

2. The identification of the teaching field(s) affected.

3. A list of anticipated positions to be eliminated and contracts to be reduced.

4. All members of the bargaining unit will be placed on a seniority list for each teaching field for which they are properly and regularly certificated/licensed. Bargaining unit members serving under limited contracts will be placed on the list under continuing contract bargaining unit members, also in descending order of seniority, according to the records of the District. It is the sole responsibility of a teacher to update the information possessed by the District concerning the current certificates/licenses he/she possesses by September 15th of each year. The Board shall submit the seniority lists to the Association for its review by October 30 of each year. By November 30 of each year, the Association shall advise the Board of any errors on the seniority lists. Thereafter, the seniority lists shall be considered final until the seniority lists for the next year are created, except in the case of properly awarding continuing contract(s).

14.05 Seniority shall not be the basis for making decisions regarding reduction in force except when choosing between bargaining unit members who have comparable evaluations, regardless of contract status. Bargaining unit members who have never been evaluated shall be considered skilled. For reduction in force purposes only, Accomplished and Skilled will be considered comparable.

14.06 Seniority shall mean length of continuous service, on a contracted basis, in the District. Approved leaves of absence shall not break continuous service but neither shall they count for years of service. Should a tie occur, seniority will be determined by date the Board takes action on the employment contract. Thereafter, ties will be broken by drawing of the highest card from a deck of cards, in a meeting of the Association President and Superintendent. Ace is the highest card. The affected bargaining unit members may be present during the drawing of cards.

14.07 For purposes of this Article, “Teaching Field” shall be defined as the field identified on teachers’ certificates/licenses.

14.08 The number of persons affected by a reduction in force will be kept to a minimum by not employing replacements insofar as practicable (i.e., not changing a program of studies) for employees who retire or resign or whose limited contracts are not renewed.

14.09 Procedure: Within each teaching field affected, based on teaching certificates/licenses on file in the Superintendent's office by September 15 each year, reduction not achieved by attrition shall be accomplished as follows:

1. Should it be necessary to suspend contracts to achieve the necessary reduction in staff, limited contract teachers shall be reduced first as follows:

   a. Comparable evaluations.

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

2. Should the necessary reduction of staff exceed the number of limited contract teachers in the affected field, then continuing contract teachers shall be reduced as follows:

   a. Comparable evaluations.

   b. When evaluations are comparable, seniority in the District shall prevail, with the contract of the least senior continuing contract teacher in the affected teaching field the first to be suspended.

14.10 Provisions

1. Bargaining unit members unemployed as a result of staff reduction shall be recalled in inverse order of being released, provided the teacher is certified for the position.

2. Bargaining unit members affected by reduction in force will remain on the recall list for a period of thirty-six (36) months, beginning with August 31, unless:

   a. The bargaining unit member requests that the name be removed;

   b. The bargaining unit member refused a position offered; or

   c. The bargaining unit member is re-employed in the Dover City School District.

3. The Board shall give written notice of recall by certified mail with a return receipt. It shall be the responsibility of each bargaining unit member to notify the Superintendent's office of any change of address.

4. Within five (5) days of receipt of a written offer and electronic offer to personal email address on file to return to employment the bargaining unit member shall notify the Superintendent's office indicating whether the bargaining unit member will accept the position. If the teacher does not give notice of acceptance of the offer of recall within five (5) days, it shall be determined that the teacher has declined the position.

5. Bargaining unit members returning to employment after reduction in force shall receive appropriate placement for purposes of seniority, salary and fringe benefits.

6. Bargaining unit members affected by reduction in force shall be permitted to be a part of any one or all of the group plans for hospitalization and fringe benefits by making monthly payments to the Treasurer. This provision shall exist as long as the teacher is on the recall list.

14.11 Should the Board determine that it desires to suspend a contract in part, so that the teacher is required to work a percentage of the time the teacher otherwise is required to work under the contract, it may do so, with the following requirements:

a. The teacher shall have the option of either working part-time with proportionate pay or having the contract suspended in full;

b. If the teacher takes the part-time suspension, the teacher will be placed on the recall list with recall rights to a full-time position based upon seniority, teaching certificate/license and contract status.

c. If the teacher elects to have the contract suspended in full, the teacher will be placed on the recall list with recall rights based upon seniority, teaching certificate/license and contract status.

ARTICLE XV - SALARIES AND FRINGE BENEFITS

15.01 Salary and Index

1. The annual salary of each teacher shall be paid in twenty-six (26) equal installments every other Friday. However, the sum total of payments made to a teacher shall not exceed the proportional part of his/her annual salary that the period of service rendered bears to the whole annual salary.

2. The teacher salary index appears in Appendix D.

3. The BA-0 base salary shall be increased as follows:

2025-26	4%
2026-27	3%
2027-28	3%

15.02 Training Credit

1. The training credit presented for recognition on the salary schedule shall be only from those institutions approved by the Ohio State Department of Education and Workforce, and in those areas of study which relate directly to work in a school setting, and is approved by the LPDC and the Superintendent. One quarter hour equals two-thirds (2/3) semester hour.

2. Any fraction greater than one-half (½) semester hour shall be considered the next whole number on the salary schedule.

3. Adjustment on the salary schedule due to an employee having earned additional hours will occur twice per year. Verification of hours submitted by October 1 shall result in an adjusted salary effective the beginning of the school year. Verification of hours submitted by February 1 shall result in an adjusted salary effective the beginning of the second semester.

15.03 Curriculum Study Pay

1. Curriculum study shall be held during the regular school time.

2. When a certificated employee serves on a curriculum study committee and meets at times other than the regular school day, the employee shall be paid at the curriculum rate per hour.

15.04 Insurances

1. Hospitalization and Major Medical

The Board will pay all but the following premium costs for the PPO coverage detailed below:

	Employee Paid Premium Amounts per Month	
School Year	Single	Family
2025-2026	10%	10%
2026-2027	10%	10%
2027-2028	10%	10%

1) Summary of Benefits

	In-Network	Out-of-Network
Hospital Services	90% after deductible	65% after deductible
Physician Services		
Office Visits	90% after deductible	65% after deductible
Surgery in office	90% after deductible	65% after deductible
Surgery in hospital	90% after deductible	65% after deductible

	In-Network	Out-of-Network
All Other Eligible Services	90% after deductible	65% after deductible
Hospice Services	Cover under MM 180-day lifetime max	
Chiropractic Services Limits	15 visits per calendar year	
Preventative Care	100%	Not Covered
*Plan Deductible (Annual)		
Per Person	$375	$750
Per Family	$750	$1350
Out-of-Pocket Limit *		
Per Person	$1100	$1800
Per Family	$1900	$2600
*Includes Deductible		
Emergency Room Fee	$250	$250

Miscellaneous Coverage Provisions

- Occupational therapy is included as an eligible expense.
- Preventive diagnostic tests include a waiver of deductibles for routine pap test, mammography, and prostate exams paid at 100%, including the office visit.
- Home health care will be covered for 120 visits per year under major medical coverage.
- The definition of physician will include optometrists.
- Disability extension of benefits will be excluded.
- Deductible carryover benefits shall be eliminated.
- Two (2) members of the bargaining unit who are married to each other will be covered under one (1) family plan and will pay one (1) monthly family premium.
- An optional mail order prescription plan for maintenance drugs will be implemented.
- There will be non-duplication rules for coordinating benefits
- There will be no cross application of deductibles or out of pocket maximums in network or in non-network.

Prescription Drug Co-Pays

	Pharmacy	Mail Order
Generic	$15	$30
Formulary	$30	$60
Nonformulary	$45	$90

Prescription Drug Out-of-Pocket Maximum: $1000

A Health Reimbursement Arrangement (HRA) for eligible members of the bargaining unit will be funded by the Board in the amount of One Hundred Fifty Dollars ($150) for single and Three Hundred Dollars ($300) for family each year for the life of the contract. Unused HRA funds will be rolled into the following calendar year.

NOTE: The change to prescription co-pay and prescription out-of-pocket max will go into effect on August 1, 2025. The first HRA will be pro-rated and issued on August 1, 2025.

2) This commences the first of the month following the Board meeting approving employment, or the beginning of the contract, whichever is later.

3) The Board may, at its discretion, change insurance carriers; however, the amount of coverage shall remain the same or greater than the current policy.

4) The amount of insurance premiums paid by the Board shall be pro-rated for part-time employees based upon the percentage of full-time hours actually worked.

5) Additional Surgical Opinion Benefits

   a) The plan will pay ninety percent (90%) in-network and sixty-five percent (65%) out-of-network of the usual, reasonable and customary (URC) charges for examination and consultation in connection with an additional surgical opinion. Additional surgical opinions are optional.

   b) If the second opinion does not confirm the need for surgery, the employee or dependent may elect to obtain a third opinion.

6) Pre-certification

   Pre-certification of any hospital stay is mandatory with a non-compliance penalty of fifty percent (50%) of hospital facility charges.

7) Insurance Committee

   A Joint Health Care Committee whose membership shall be comprised of representatives from the Association, as well as representatives of the administration, shall review the Board's health care coverage and data during the year of contract expiration.

8) Opt Out Option

a) Full-time employees who are not on the District's medical insurance plan shall be paid Two Thousand Dollars ($2,000.00) per year to opt out of the plan. This payment will be made within thirty (30) days after the end of the plan year (July 1 – June 30). If an employee and/or his eligible Dependent(s) are covered under another plan and subsequently involuntarily lose such coverage, such individuals will not be considered Late Enrollees should they wish to enroll in this Plan. Such individuals will be eligible to enroll immediately in the Plan as of the date of loss of other coverage. Employees who enroll in the plan during the plan year after opting out shall receive a pro-rata payment. Part-time employees who opt out and are no longer on the plan shall receive a pro-rata payment.

b) This payment will not be made unless five (5) full-time employees opt out of the plan.

9) Section 125 Plan

A premium-only IRS Section 125 plan shall be implemented at Board expense.

2 Term Life Insurance

a. A term life insurance policy for Twenty-Five Thousand Dollars ($25,000) shall be provided by the Board. The amount of insurance coverage is prorated for part-time employees. This coverage commences the first of the month following the Board meeting approving employment or the beginning of the contract, whichever is later.

b. The coverage shall include accidental death and dismemberment in an amount equal to the term life coverage.

c. Additional life insurance coverage at the employee's expense as approved by the Board.

3. Dental Care Insurance

This insurance will pay, after a deductible amount, a percentage of the reasonable and customary fees charged by a dentist. The insurance shall have a calendar year maximum of Fifteen Hundred Dollars ($1,500.00) per person, and a lifetime orthodontic maximum of One Thousand Five Hundred Dollars ($1,500.00) per person. This commences the first of the month following enrollment or the beginning of the Agreement, whichever is later. The Board agrees to pay one hundred percent (100%) of the cost of single or family coverage as elected by the full-time employee. See Appendix H for a summary of dental insurance coverage.

4. Eye Insurance

The District shall provide an optional eye insurance plan equivalent to VSP option 3A for the bargaining members. The plan must have the option of individual or family coverage. The cost of the plan shall be paid for by the bargaining unit members.

5. Teladoc

The Board will offer the Telemedicine Services to enrolled members of the bargaining unit.

15.05 Educational Allowance

The Board will pay an educational allowance to any staff member upon approval by the LPDC and Superintendent, presenting the official transcript or unofficial transcript from the college/university and written request for reimbursement to the Treasurer**.** An official transcript can be requested if deemed necessary by the Superintendent and/or Treasurer.

1. The allowance is to be paid within thirty (30) days of receipt by the Treasurer of appropriate documentation. The individual making the request for payment must be employed and a member of the bargaining unit at the time the request is made.

2. Approval is automatic under these conditions:

   a. The planned studies program is within the area of certification, teaching or planned teaching assignment of the staff member and is a class offered by an accredited college or university;

   b. The planned studies program will enrich the present or planned full-time assignment of the staff member in method, knowledge or skill and is a class offered by an accredited college or university.

   c. Verification of the cost per credit hour shall be provided to the Treasurer's office. If the cost of the class is less than $200 per credit hour, reimbursement will be for the actual cost per credit hour of the class.

3. Classwork is required for certification renewal/ improvement.

4. Prior approval from the Superintendent is necessary for other areas of study.

   a. Personnel at the time of enrollment must notify the Superintendent's office of the hours of enrollment. The Treasurer's office will issue a purchase order to the person for future payment of the allowance.

   b. Upon successful completion with a passing grade in the coursework, payment will be made in the manner prescribed above.

5. The allowance schedule of payments is as follows: Two Hundred Dollars ($200.00) will be paid for each semester hour completed prior to September 1 of the year the allowance is paid, up to a maximum of nine (9) semester hours per fiscal year.

6. A maximum of One Thousand Eight Hundred Dollars ($1,800.00) per employee and a total maximum for the bargaining unit of Fifty Thousand Dollars ($50,000) shall be paid by the Board for educational allowance each respective fiscal year.

15.06 Severance Pay

1. An employee may elect, at the time of retirement, to be paid in cash for the value of his or her accrued but unused sick leave credit.

2. The amount of severance pay for an employee with five (5) or more years in the Dover City School District shall be determined by multiplying the daily rate of the staff member's salary at the time of separation by twenty-five percent (25%) of the unused accumulated sick leave. An employee working less than five (5) years in the Dover City School District shall be eligible under ORC §124.39 to receive the minimum severance payment specified by law.

3. Severance pay shall be based upon the daily rate of pay as determined from the staff member's basic contract exclusive of all supplemental contracts and allowances in effect at the time of retirement.

4. Payment for sick leave on this basis shall be considered to eliminate all sick leave credit accrued by the employee at that time.

5. Such payment shall be made only once to any employee.

6. The written request for payment shall be submitted to the Board for approval along with a declaration and request for retirement.

7. Such payment shall be made no later than sixty (60) days after the effective date of retirement with the State Teachers' Retirement System.

8. Retirement must be applied for within one (1) year from the time employment is severed with the Board.

15.07 Payroll Deductions

1. Credit Union Deduction

Deductions will be made equally from each paycheck.

2. Dues Deduction

a. Upon written request of any employee, the Treasurer shall deduct from the employee's pay an amount equal to the prevailing annual Association dues as certified by the Association Treasurer.

b. Such deduction shall be made in equal installments beginning in October and continuing for the remainder of the paychecks in the school year pay cycle. A signed payroll deduction authorization executed by the employee shall be continuous from year to year or until such time as the employee withdraws such authorization in writing to the Association and the Treasurer's Office.

c. The Association shall indemnify and hold the Board harmless for any and all claims arising out of or by reason of any action taken by the Board for the purpose of complying with the payroll deduction plan where the Board has complied with the dues deduction procedure.

d. The Treasurer shall forward to the Association the amount deducted along with the complete description, by name and amount, for each employee.

e. If an employee is hired after the beginning of the school year and joins the Association, the Association Treasurer will inform the Board Treasurer of the amount to be deducted. The deduction will commence with the teacher's second paycheck and continue for the remainder of the paychecks due.

3. Miscellaneous Deductions

a. Tax Sheltered Annuities shall be deducted equally from each paycheck.

b. United Way shall be deducted equally from each paycheck.

c. EPAC shall be deducted equally from each paycheck.

4. All deductions shall be made at no cost to the member of the bargaining unit.

15.08 Paycheck Distribution

1. Salaries will be paid on the basis of twenty-six (26) equal installments paid on alternate Fridays commencing with the third Friday following the first day of the school calendar.

2. Mandatory direct deposit of employee paycheck to the financial institution of the employee's choice shall be administered. In the event that the pay date falls on a holiday, the electronic transfer shall take place the workday prior to the holiday.

15.09 Extra Duty Assignments and Salaries

1. Job descriptions for all extra-duty positions will be mutually developed by the teacher currently holding the position and an administrator appointed by the Superintendent. Job descriptions for positions not currently filled, or newly created shall be written by an administrator appointed by the Superintendent and a representative designated by the Association. Job descriptions will be given to applicants prior to interview. The Board will have the final authority to approve and establish job descriptions. The evaluation forms for assistant coach and head coach supplemental positions appear in Appendices K and L of this Agreement, respectively.

2. The BA-0 extracurricular salary base amount in effect at the beginning of each school year will be applied (See Appendix A).

3. If no qualified bargaining unit member applies for and is offered a supplemental position, it may be filled in accordance with O.R.C. §3313.53.

4. The Administration may cancel a supplemental contract due to the cancellation, in whole or in part, of the athletic season by the OHSAA or of the extracurricular activity by the District. A contract holder whose contract is cancelled shall be compensated on a pro-rated basis as follows:

   Advisors/Music Directors/Coaches for Year-Long Activities
   50% upon signing of the contract
   25% at the end of the first semester
   25% at the end of the school year

   Coaches
   25% upon signing of the contract
   25% upon the beginning of the practice season (as defined by the Ohio High School Athletic Association ("OHSAA"))
   25% upon the beginning of the regular season (as defined by OHSAA)
   25% upon the completion of the regular season

15.10 Mileage Reimbursement

The Board agrees to reimburse employees for mileage incurred while performing their duties with prior approval or authorization by the Board or Administration. The mileage reimbursement rate shall be the reimbursement rate established by the Internal Revenue Service for deduction purposes. Changes in the reimbursement rate shall be effective upon official notification to the District.

15.11 Notification of Retirements

If a teacher submits a written notice of retirement to the Superintendent prior to December 1, the teacher will be paid five (5) additional severance days as a cash bonus to be paid within thirty (30) days after the effective date of the retirement. Pursuant to Article

9.01(11), the Board may elect not to evaluate a teacher submitting a written notice of retirement by December 1.

ARTICLE XVI - LEAVES OF ABSENCE

16.01 Sick Leave

1. Sick leave shall be accumulated at the rate of one and one-fourth (1.25) days per month (fifteen (15) days per year). Sick leave days shall accumulate to two hundred forty (240) days.

2. Sick leave may be used for absence due to personal illness, pregnancy, adoption of/fostering-to-adopt a child (not to exceed six (6) weeks from acquiring the child in the home unless a physician's certificate is presented warranting additional days), injury, exposure to contagious disease which could be communicated to others, and for absence due to illness, injury, or death in the employee's immediate family. Immediate family as used in this section shall mean except as modified below, spouse, children, step-children, parents, parents-in-law, or any other person living in the same household for whom the employee has a legal or custodial responsibility.

   The Board of Education recognizes an employee's need for leave at the time of birth or adoption of a child. Employees are entitled to all the rights provided by the Family Medical Leave Act in these situations. Male bargaining unit members may elect to use up to five (5) days of paid sick leave for workdays missed during the one (1) week period beginning immediately following the adoption of a child or discharge of the child from the hospital.

3. For a death in the immediate family and for the death of a sister, brother, grandparents, grandchildren, step-grandchildren, grandparents-in-law, sister-in-law, brother-in-law, son-in-law or daughter-in-law, use of sick leave is limited to three (3) workdays with additional days being considered under personal leave. If the death should require extensive travel, an additional two (2) days may be added upon approval of the Superintendent.

4. Doctor/dentist appointments for the employee or his/her immediate family which cannot be scheduled at a time when school is not in session shall be appropriate use of sick leave.

16.02 Professional Improvement Leave

1. Certified staff members who have completed five (5) years of service in the Dover City School District are eligible for professional improvement leave with part pay for one (1) year. A committee consisting of three (3) representatives of the Board and three (3) representatives named by the Association shall review all applications for recommendation to the Superintendent and Board. A majority vote in a secret

ballot cast by the committee shall be necessary for recommendations to the Superintendent and Board.

2. The committee shall consider, among other qualifications, the following:

   a. The proposed program of the applicant as related to professional graduate study, travel, writing or research;

   b. The value of the proposed programs to the Dover City School District, its pupils and the individual applicant;

   c. All applications shall be submitted by March 1.

3. Staff approved for a professional improvement leave will be notified of the approval by May 1. Staff on such leave shall be entitled to a salary equal to one fourth (1/4) of their current contract salary. Staff on leave will be given an employment contract during the leave and be granted full credit on the salary schedule for the period of the leave upon the resumption of duties.

4. Staff requesting such leaves must accompany their applications with a detailed plan for the use of their professional improvement leaves. Within sixty (60) days after the expiration of leave, a written report shall be sent to the Superintendent detailing the use of the leave. If the leave was granted for graduate study, a transcript from the university or college attended shall be forwarded to the Superintendent.

5. As a condition of being granted a professional improvement leave, a recipient must agree to resume duties in the Dover City School District for a period of two (2) school years. Failure to do so will require the staff member to refund to the Board all payments made during the leave period. The staff member may be granted additional leave of absence without pay if in the process of completing a degree program.

16.03 Personal Leave

1. Each teacher shall receive three (3) days of personal leave per year without loss of pay.

2. Personal leave may not be used to extend a holiday or vacation day, for other gainful employment, or to seek employment elsewhere, nor may it be used on the first or last day of the student and staff (i.e., Convocation/End-of-Year Celebration Days) days during the school year. Personal leave may not be used during the first or last day of the student school year except for the approval of the building principal and/or Superintendent. A maximum of ten percent (10%) of the bargaining unit may be on personal leave at the same time.

3. Teachers shall complete the Personal Leave Form in the Kiosk or similar electronic submission system.

4. Except in the case of an emergency, personal leave must be requested twenty-four (24) hours in advance.

5. Additional personal leave may be granted by the superintendent.

6. Teachers shall be paid Eighty Dollars ($80.00) for each unused personal day at the end of the school year.

16.04 Release Time for Association Activities

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

2. Officers of the Association shall be granted release time at 3:15 p.m. to attend a professional meeting of the Association on three (3) Wednesdays during the school year. The specific dates would be designated by September 15.

3. The Association President shall notify the Superintendent if the President is not the bargaining unit member using Association leave.

16.05 Assault Leave

1. A teacher who is absent due to physical injury resulting from a physical attack upon the employee, which assault occurs on Board premises or while in attendance at an official school function and in the course of the teacher's employment, with written documentation from a licensed physician and completion of an incident report submitted to the principal, shall be granted up to thirty (30) consecutive working days assault leave per physical attack, which shall not be charged against sick leave or other leave. During such assault leave, said teacher shall be maintained on a full-pay basis.

2. Assault leave may not be granted under this policy unless the teacher in question (1) has a signed, written statement justifying the granting and use of assault leave; the statement shall be upon Board-provided forms; and (2) provides a certificate from a licensed physician stating the nature and probable duration of the injury-and the necessity of absence from regular employment. Falsification of either the aforesaid signed statement or the physician's statement by the teacher shall be grounds for suspension or termination of employment.

3. A teacher who is absent due to mental health needs resulting from a physical, social, and/or emotional attack upon the employee, which assault occurs on Board premises, while in attendance at an official school function, and/or in digital format relating to the employee’s position during the course of the teacher’s employment, with written documentation from a licensed physician and completion of an incident report submitted to the principal, shall be granted up to five (5) consecutive working days assault leave per attack, which shall not be charged against sick leave

or other leave. During such assault leave, said teacher shall be maintained on a full-pay basis.

4. No general education teacher shall be required to be trained in CPI (Crisis Prevention Institute) nor any other physical restraint techniques. General education teachers may be required to be trained in de-escalation techniques.

16.06 Jury Duty Leave

1. Members of the bargaining unit, upon notification to the Superintendent, shall be eligible for leave for the number of days or partial days needed to serve for jury duty.

2. Upon submission of proof of jury service, the teacher shall be paid the difference between his/her jury pay and his/her salary for the number of days involved.

3. Such leave shall not be deducted from sick leave.

16.07 Witness Leave

1. Any member of the bargaining unit who is called either as a witness in a trial or for a deposition in a case which directly relates to the member of the bargaining unit's work responsibilities and for cases in which the bargaining unit member or the Association is not a plaintiff or charging party against the Board, shall be granted witness leave upon notification to the Superintendent.

2. Upon submission of proof of witness leave, the member of the bargaining unit shall be paid the difference between his/her witness leave and his/her salary for the number of days involved.

3. Such leave shall not be deducted from any other leave.

16.08 Unpaid Leaves of Absence

1. A leave of absence of up to one (1) year may be granted by the Board to members of the bargaining unit (O.R.C. §3319.13). A request for one (1) year of child care leave of absence shall be granted during their employment with the District, if requested within 12 months of the birth or adoption of a child. Further additional one (1) year child care leaves of absences may be granted, if requested within 12 months of the birth or adoption of a child.

2. An employee desiring such a leave shall present, in writing, a request stating clearly the reason and purpose of the leave to the Superintendent at least thirty (30) days prior to the proposed date of leave. The Superintendent shall report the request to the Board at the next regular meeting.

3. Any employee who is on leave of absence and who wishes to return to his/her duties at the beginning of the following school year shall notify the Superintendent in writing of such intention not later than February 1.

4. An employee may request a one (1) year extension to the leave by submitting a written request to the Superintendent by April 1. The Superintendent shall report the request to the Board at the next regular Board meeting. A request to extend a child care leave of absence may be granted.

5. Child care leaves of absence may be requested for either the balance of the semester or the balance of the school year.

6. Upon return from a leave of absence, a teacher shall resume the contract status held prior to such leave and will be returned to a position for which he/she is qualified. Teachers using any Board approved leave of absence shall not lose seniority held prior to the leave, nor shall they gain additional seniority for the time on leave. If the employee desires to purchase the leave year for STRS credit, the employee will pay his/her share and the Board's share of the contribution.

7. If an employee desires to maintain insurance, the responsibility for premium payment is that of the employee. Payment must be made monthly in advance to the Treasurer's office or directly to the insurance company. Premiums shall not exceed one hundred percent (100%) of the Board's premium.

8. Any supplemental contracts may be terminated upon the start of a leave of absence from the regular assignment.

16.09 Professional Meeting Leave

1. A member of the bargaining unit may be given leave without loss of pay to attend professional meetings, or other activities as approved by the Administration.

2. A member of the bargaining unit shall request the leave by submitting the leave form to the Superintendent at least seven (7) days in advance. The Superintendent shall notify the member of the bargaining unit whether the request is approved or denied.

3. The member of the bargaining unit will be reimbursed under the conditions as approved by the Superintendent.

16.10 Family and Medical Leave Act (FMLA)

FMLA will be granted in accordance with Federal law.

ARTICLE XVII - GRIEVANCE PROCEDURE

17.01 Definitions

1. A grievance is a complaint involving the alleged misinterpretation, misapplication or violation of this Negotiated Agreement.

2. A grievance procedure is a method by which an individual or group of employees or the Association can express a complaint, problem or dispute without fear of reprisal and obtain a fair hearing at progressively higher levels.

3. A grievant is a teacher, group of teachers or the Association having a grievance.

4. A day in this section shall mean a calendar day. The number of days indicated at each level shall be considered as maximum and should be adhered to in expediting the procedure.

17.02 The primary purpose of this procedure shall be to obtain at the lowest level and in the shortest period of time, equitable solutions to grievances, which may arise from time to time.

17.03 Both parties agree that grievance proceedings should be handled in a confidential manner.

17.04 Nothing contained herein shall be construed as limiting the individual rights of a teacher having a complaint or problem to discuss the matter informally with members of the Administration through normal channels of communication, without intervention and/or consultation of the Association, provided the adjustment is not inconsistent with terms of the Negotiated Agreement between the parties.

17.05 A grievant shall initiate action within twenty-one (21) calendar days of the event or condition upon which the grievance is based.

17.06 Procedure

1. Time limits stipulated should be adhered to strictly as maximums to insure rapid resolution to problems and issues concerned. Lack of adherence to time limits by the grievant shall result in the declaration that resolution has been obtained by the last level of hearing. Lack of adherence to time limits by the administrator shall allow the grievant to go to the next step. Time limits may be extended only by the mutual agreement of all parties concerned.

2. Level One (Informal)

   Within twenty-one (21) calendar days of an event or condition that an individual considers a grievance, the teacher shall discuss the problem with his immediate supervisor. He or she may do this alone or with an Association representative.

3. Level Two (Formal)

a. In the event the grievant is not satisfied with the disposition at Level One, within seven (7) calendar days after the informal meeting, he or she may initiate the formal grievance procedure.

b. In all levels of the formal proceedings, official Grievance Report Forms (Appendix I) shall be made in triplicate: one (1) for the grievant; one (1) for the Administration; and, one (1) for the Association.

c. Within seven (7) calendar days of the filing, a hearing shall be arranged between the grievant, the immediate supervisor, an Association representative and other parties who may be needed to give information relative to the claim. The disposition by the supervisor shall be added to the Grievance Report Forms in triplicate prior to the adjourning of this hearing.

4. Level Three (Formal)

a. If the grievant is not satisfied by the disposition of the immediate supervisor, he/she may seek a hearing with the Superintendent or his designated representative within seven (7) calendar days after receipt of the decision at Level Two by completing Step Two of the Grievance Report Form in triplicate and submitting it to the Superintendent. Within the next seven (7) calendar days, a hearing shall be arranged between the grievant, the Superintendent or his designated representative (who must be someone other than the grievant's immediate supervisor), and a representative of the Association.

b. The disposition of the Superintendent or his designee shall be completed in writing within seven (7) calendar days after the Level Three hearing.

5. Level Four (Formal)

a. If the Association is not satisfied with the disposition in Level Three, it may submit the grievance to arbitration within ten (10) calendar days after receipt of the decision at Level Three. The arbitrator shall be appointed by the American Arbitration Association according to the alternate strike procedure. Either party shall have the right to request a second list. Information submitted to the arbitrator at the arbitration hearing shall be confined to the information and positions related in the lower levels of the grievance proceedings relative to the parties concerned.

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

c. The arbitrator shall make his report and recommendation in triplicate to the aggrieved, the Superintendent and the President of the Association. Said

report shall be within thirty (30) working days after the arbitration hearing. The arbitrator's decision shall be binding on the parties. The cost of the arbitrator's services shall be paid for equally by the Board and the Association.

17.07 Miscellaneous

1. Nothing in this procedure shall be construed so as to deny the Association or its representatives the right to redress before an appropriate administrative agency or through the courts, if such course seems to them at their sole discretion more appropriate. Nothing in this procedure shall be construed to deny the individual, the Association or its representatives, the right to seek redress by law.

2. No teacher may be represented by any teacher organization other than the Association in any grievance procedure initiated pursuant to this procedure.

3. No teacher shall be denied the right to legal advice and/or counsel in any of the levels listed above.

4. A grievance may be withdrawn at any level without prejudice or record.

5. Copies of all written decisions of grievances shall be sent to all parties involved, the Association President, the grievant and the appropriate administrator.

6. No records, documents or communications concerning a grievance shall be placed in the personnel file of any of the participants in the procedure described in this Agreement.

7. Forms for processing grievances shall be made available through all administrative offices in each building, the central administration office and by designated officials of the Association.

ARTICLE XVIII - SUMMER SCHOOL, HOME INSTRUCTION AND SATURDAY SCHOOL INSTRUCTION

18.01 Summer School

The Board will sponsor a summer school if there is a sufficient demand for such a program. The tuition or fee charged must be enough to cover the cost of the program. Payment of teachers will be in accordance with the provisions of Section 17.07(B).

18.02 Home Instruction/Tutoring

For each hour of home instruction performed by a member of the bargaining unit, said employee shall be paid in accordance with the provisions in Section 17.07(B).

18.03 Saturday School Instruction

For each hour of Saturday school instruction performed by a member of the bargaining unit, said employee shall be paid in accordance with the provisions in Section 17.07(A).

18.04 After-School Detention

For each hour of after school detention performed by a member of the bargaining unit, said employee shall be paid in accordance with the provisions of Section 17.07(A).

18.05 Tutoring for Proficiency and/or Competency Based Testing

For each hour of tutoring for proficiency and/or competency-based testing performed by a member of the bargaining unit, said employee shall be paid in accordance with the provisions of Section 17.07(B).

18.06 Textbook Study/Selection Committee Meetings

For each hour of textbook study/selection committee meetings required by the Administration or department chairs outside the teacher workday, each teacher shall be paid in accordance with Section 17.07(A).

18.07 After School Study Groups/Kindergarten Screening

For each hour of after school study groups and Kindergarten screening required by the Administration or department chairs outside the teacher workday, each teacher shall be paid in accordance with Section 17.07(B).

ARTICLE XIX - DISCIPLINE AND PROMOTION POLICY

19.01 The teacher and administrators will work together in controlling the behavior of our pupils. It is expected that this will be accomplished in a constructive, professional and impartial manner with due regard to the best interests of all persons concerned. All discipline must only be administered in accordance with Board Policy and Administrative guidelines.

19.02 Pupils are not to be detained at school for longer than thirty (30) minutes after the school session without advance notice being given to the parent or guardian, and in no case for longer than one (1) hour. Persons responsible for retaining pupils must make satisfactory transportation arrangements.

19.03 If an administrator decides to promote or pass a student notwithstanding a teacher's prior determination to the contrary, the administrator will send a copy of the written record of said decision to the involved teacher.

ARTICLE XX - RETIREMENT PICK-UP

20.01 The Employer Pick-Up of State Teachers' Retirement System contributions under the salary reduction method, shall continue in effect.

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

ARTICLE XXI - CLASS SIZE

21.01 The Board recognizes that large class size may adversely affect teaching effectiveness. Consequently, class size in the elementary or secondary level should not exceed thirty (30) students in academic classes. Efforts will be made to maintain class size at appropriate levels; however, limited facilities and larger than average enrollments may create circumstances where this goal may not be reached.

21.02 A District-wide pupil/teacher ratio of 25:1 or less will be maintained.

ARTICLE XXII - ASSOCIATION PRIVILEGES

The Association shall have the privilege to:

22.01 Have an official spokesperson present at official meetings of the Board with the right to speak in accordance with Board policy.

22.02 Insert materials in teachers' mailboxes.

22.03 Use bulletin boards designated by the Administration accessible to all teachers for Association communications.

22.04 Be provided the names and addresses of newly employed teachers following Board approval of their contracts.

22.05 Use school facilities in accordance with Board policy for general membership meetings.

22.06 Have payroll deductions as provided for within this Agreement.

22.07 Board Policy Manual Access

Have access to the current Board Policy Manual for members of the bargaining unit online.

ARTICLE XXIII - BUDGET PRACTICES

23.01 Members of the bargaining unit shall be responsible for prioritizing their requests to expedite purchasing.

ARTICLE XXIV - EMPLOYMENT OF RETIRED TEACHERS

24.01 Where a teaching vacancy exists which the Board may fill by hiring a properly certified teacher who is not already employed by the Board, the Board may consider and employ Retirees for any such vacancy upon the recommendation of the Superintendent. For purposes of this Article, a Retiree is an individual who has attained service retirement status with the State Teachers Retirement System and is otherwise qualified by certification and background for public school teaching in Ohio.

24.02 During the first year of re-employment, a Retiree shall be paid at a minimum of the BA-5 salary step level in their proper degree column. During all subsequent years of re-employment, the Retiree will continue following the salary step levels in numerical order moving on to step 6, step 7, step 8, step 9 and stop at step 10 in their proper degree column during future years of employment. Employees who have retired and been rehired by the District before August 1, 2025, and who are past step 10 will remain at their current step/column for the duration of their employment. For employees who have retired and been rehired by the District on or after August 1, 2025, the maximum salary step level that can be attained is step 10 in the employee's proper degree column for the duration of their re-employment at Dover City Schools.

24.03 A Retiree shall receive a one-year limited teaching contract which shall expire automatically at the end of the stated term. No notice of non-renewal is required. Continuation of the employment of a Retiree through offering new one-year limited contracts which automatically expire shall be at the election of the Board and upon recommendation of the Superintendent. The requirements of Article IX of the Negotiated Agreement shall not apply to Retiree limited contracts. A Retiree is not eligible for a continuing contract regardless of years of employment as a retiree with the Board. The parties specifically waive all rights for such employees pursuant to O.R.C. §3319.11 and §3319.111.

24.04 A Retiree may obtain health insurance coverage under a single health insurance plan with no cost other than negotiated employee contribution. If the Retiree wants to be provided a family health insurance plan, life and/or vision care insurance then he/she shall be responsible for all additional premium costs.

24.05 A Retiree shall accumulate and may use sick leave in accordance with Article XIV (Fourteen) of the Negotiated Agreement, but shall not be entitled to severance pay under Section 13.06 of the Negotiated Agreement upon conclusion of employment as a Retiree.

24.06 A Retiree shall not accumulate seniority in the bargaining unit.

24.07 The Board and Association expressly intend that this Article supercede any differing or inconsistent terms of the Negotiated Agreement or provisions of the Ohio Revised Code which pertain to teacher employment, including but not limited to terms, provisions and statutes pertaining to teacher salary and salary schedule advancement, contract status, duration of contract, procedural requirements for contract non-renewal, evaluation requirements related to teacher contract non-renewal, seniority and severance pay, and R.C. 3317.13, 3317.14, 3319.11, 3319.111, and 3319.17.

ARTICLE XXV - DURATION AND INTENT OF AGREEMENT

25.01 This Agreement shall be in effect from August 1, 2025 through July 31, 2028.

25.02 This Agreement constitutes the entire Agreement between the parties and it supersedes all prior and contemporaneous understandings (written or oral) not specifically incorporated herein. No change in a specific term of this Agreement shall be made during the life of this Agreement except by mutual agreement (as in 24.01), and neither party shall have a duty to negotiate with respect to any matter during such period.

25.03 The Board shall retain all rights, powers, duties and authorities granted by law and shall adopt, rescind or modify such policies, rules and regulations as it deems appropriate provided such policies, rules, and regulations are not in conflict with this Agreement.

ARTICLE XXVI - SIGNATURES

IN WITNESS WHEREOF, the parties hereto have set their hands this 7 day of March, 2025 at Dover, Ohio.

FOR THE BOARD:

President, Dover City School District Board of Education

Superintendent of Schools

Assistant Superintendent

Treasurer

FOR THE ASSOCIATION:

President, Dover Education Association

DEA Negotiating Team Member

DEA Negotiating Team Member

DEA Negotiating Team Member

DEA Negotiating Team Member

APPENDIX A

DOVER CITY SCHOOL DISTRICT
EXTRA DUTY ASSIGNMENT SALARY SCHEDULE

Duty	Assignment	Percentage of BA-0 Base Salary
Asst. Athletic Dir.	Assistant Athletic Director	12
Football	Head Coach Football -1 Varsity Assistant Coach -6 Head Coach Freshman -1 Assistant Freshman Coach - 2* Head Coach Middle School -1 Assistant Coach Middle School - 3 Flag Football (5-6) Equipment Manager -1 Photographer -1	24 18 12 10 10 8 6 10 2
Basketball (Boys)	Head Coach -1 Varsity Assistant Coach -2 Freshman -1 Middle School (7-8) -2 Developmental -1 Grades (5-6) -1	24 18 12 10 6 6
Basketball (Girls)	Head Coach -1 Varsity Assistant Coach -2 Freshman -1 (none) Middle School (7-8) -2 Developmental -1 Grades (5-6) -1	24 18 12 10 6 6
Cross Country	Head Coach -1 Middle School (7-8) -1 Assistant Varsity -1	14 8 8
Golf	Head Coach –1 Assistant Varsity - 1 Middle School Coach - 1	14 8 6
Soccer (Boys)	Head Coach -1 Varsity Assistant Coach - 2 Middle School -1 Assistant Middle School—1	18 12 8 6

*Pending twenty-five (25) players

Duty	Assignment	Percentage of BA-0 Base Salary
Soccer (Girls)	Head Coach Varsity Assistant Coach (2) Middle School Assistant Middle School	18 12 8 6
Tennis (Boys)	Head Coach -1 Assistant	14 6
Tennis (Girls)	Head Coach -1 Assistant	14 6
Volleyball (Girls)	Head Coach -1 Varsity Assistant Coach -2 Freshman Coach -1 Middle School (7-8) -2 Grades (5-6) – 1	18 12 10 8 6
Wrestling	Head Coach -1 Varsity Assistant Coach -2 Middle School (7-8) Assistant Middle School Grades (5-6)	18 12 8 6 6
Baseball	Head Coach -1 Varsity Assistant Coach -2 (1 is JV) Freshman Coach -1	16 12 10
Softball (Girls)	Head Coach -1 Assistant Coach -2 Freshman Coach -1	16 12 10
Track (Boys/Girls)	Varsity Head Coach Varsity Assist. Coach –6 Head Middle Coach (Boys) - 1 Middle School (7-8) - 3	18 12 10 8
Swimming	Head Coach (Boys & Girls) Assistant – 2 Assistant-1	16 12 3
Bowling	Head Coach	8
Trainer	Head Trainer -1 Assistant Trainer -1 Fall Strength & Conditioning Coach Winter Strength & Conditioning Coach Spring Strength & Conditioning Coach	28 20 4 4 4

Cheerleaders	Varsity/Reserve Advisor Asst. Varsity/Reserve Advisor Freshman Middle School (7-8)	14 6 7 6
Drama	High School Middle School Music Director Choreographer Accompanist Technical Director Music Pit Conductor Pit Musician (3)	18 3 4.5 3 2 7.5 3 $175
Vocal Music	High School Choirs Choreographer Middle Choir (6-8) (3) Chamber Choir Accompanist	18 2 2 each 4 3
Dance	Teacher Advisor (2)	3
Instrumental Music	Senior Band Assist. Marching Band Orchestra Assistant Orchestra Director Chamber Orchestra Assistant Band Director Senior Jazz Band Middle School (6-7-8) Elementary Band (5th) Steel Drum Band Majorette Advisor Percussion Instructor Orff Ensemble	24 12 18 10 10 6 10 12 5 12 5 5 2
Miscellaneous	Power of the Pen Student Council (9-12) Assist. Student Council Student Council (7-8) Assistant Student Council (7-8) Senior Advisor Junior Advisor Sophomore Advisor Freshman Advisor Prom Advisor Swirl Yearbook National Honor Society Asst. National Honor Soc. Scholar Challenge Director 6th Grade Camp Director 8th Grade D.C. Trip Director NYC Trip Overnight Field Trip/Camp Teacher Attend.[1]/NYC/DC K-5 Music	3 6 3 3 2 4 6 2.5 2.5 3 5 3.5 2.5 2.5 2 2 2 $150 per evening performance (maximum

[1]Board approved trips at One Hundred Dollars ($100.00) per night.

		2 per school year per building)
		4 per
	Concessions Manager	2.5
	Pep Club	4
	Science Club	2.5
	Math Club	2.5
	Mock Trial	2.5
	Foreign Language Club	2.5
	Art Club	2.5
	Multi-Cultural Aware. Comm.	2.5
	Crimsonian	2.5
	Science Olympiad Advisor	3
	Middle School Lead Tech. Teacher	2.5
	High School Lead Tech. Teacher	6
	Head Athletic Camp Coach	6
	Assistant Athletic Camp Coach	$200/day for camp days $300 for pre- and post-camp preparation $100/day for camp days
Department Heads	HS English	6
	HS Social Studies	6
	HS Science/Health	6
	HS Math	6
	Arts	6
	Business/IT/Home Ec/PE	6
	Foreign Language	6
	Special Ed./Gifted/OWE/OWA	6
	Lead Counselor (K-12)	6
	Lead CPI Teacher (1 per elementary)	4
	MS English	4
	MS Social Studies	4
	MS Science/Health	4
	MS Math	4
	MS Special Ed.	4
Mandated	Mentor	5
	LPDC Committee Member	4
	LPDC Chairperson	6
	Summer School Teacher[2]	
	Head Teacher (1 per elem. - 3)	6
	Lead Technology Teacher (1 per elementary) -3	6
	Curriculum Rate: $22.94 – 2025-2026 $23.63 – 2026-2027 $24.33 – 2027-2028	

[2]See Teaching Rate

	Teaching Rate: $30.60 – 2025-2026 $31.52 – 2026-2027 $32.47 – 2027-2028 (Pays for such as: Summer School Teachers, After School Teaching, Staff Development Programs) Rate will be approved by administration based on the assignment and sufficient enrollment.) Note: Curriculum and teaching rates will increase with annual base salary increases after 2024-2025.	

*Positions may be split based upon mutual agreement of the parties.

APPENDIX B.1

OTES 2.0 PRE-CONFERENCE FORM

Teacher _____ Grade Level/Subject _____

Pre-Conference Date_____ Observation Date _____

These questions are intended to guide thinking and conversation. Every question may not be answered or relevant for every observation.

INSTRUCTIONAL PLANNING	
Focus for Learning	
●	What content will students know/understand? What skills will they demonstrate?
●	How has high-quality student data been utilized to set developmentally appropriate goals for student learning?
●	What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?
●	How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's Learning Standards?
Knowledge of Students	
●	What should the evaluator know about the student population?
●	How was it determined that this is a developmentally appropriate learning activity?
●	How does this lesson connect to students' experiences and/or culture?
INSTRUCTION and ASSESSMENT	
Lesson Delivery	
●	How will the goals for learning be communicated to students?
●	What questioning techniques will be used to check for understanding and encourage higher-level thinking?
●	What collaborative and whole class instructional strategies will be used to engage all students?
●	How will feedback be used to support student learning?
●	What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

Classroom Environment	
●	How do you demonstrate regard for student perspectives, experiences and culture?
●	How do you ensure interactions are respectful and supportive?
●	How are students involved in establishing and maintaining classroom routines and procedures?
Assessment of Student Learning	
●	How will you check for student understanding during the lesson?
●	What potential learning obstacles might students encounter?
●	What different methods of assessment are used in this lesson?
●	How will you use assessment data to inform your next steps?
●	What evidence does high-quality student data provide about student learning?
PROFESSIONALISM	
Professional Responsibilities	
●	Discuss ways you reflect on and analyze your teaching.
●	How do you collaborate with colleagues to improve student learning and instructional practice?
●	How do you promote two-way communication with students? With families?

Ohio Teacher Evaluation System | Assessment of Teacher Performance

Teacher Performance Evaluation Rubric

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

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

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

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

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY *(continued)*	**Monitoring student understanding** Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities. There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	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 demonstrated. The teacher uses limited differentiated instructional strategies or resources.	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 differentiated instructional strategies and resources for groups of students.	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 students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.

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

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

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

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

APPENDIX B.3

Walkthroughs/Informal Observations -- Ohio Teacher Evaluation System 2.0

Walkthrough: General Form

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

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

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

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

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

Evaluator Summary Comments:

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

APPENDIX C

HIGH-QUALITY STUDENT VERIFICATION FORM

Teacher Name:_____ Evaluator Name:_____

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

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

1.

2.

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

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

AND

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

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

Comments:

Teacher Signature: Date:

HQSD Approval Signature: Date:

APPENDIX D

DOVER CITY SCHOOL DISTRICT
TEACHER SALARY INDEX SCHEDULE

	BA	BA+15	MA	MA+15	MA+40
0	1.0000	1.0400	1.0816	1.1248	1.1697
1	1.0400	1.0816	1.1248	1.1697	1.2164
2	1.0816	1.1248	1.1697	1.2164	1.2650
3	1.1248	1.1697	1.2164	1.2650	1.3156
4	1.1697	1.2164	1.2650	1.3156	1.3682
5	1.2164	1.2650	1.3156	1.3682	1.4229
6	1.2650	1.3156	1.3682	1.4229	1.4798
7	1.3156	1.3682	1.4229	1.4798	1.5389
8	1.3682	1.4229	1.4798	1.5389	1.6004
9	1.4229	1.4798	1.5389	1.6004	1.6644
10	1.4798	1.5389	1.6004	1.6644	1.7309
11	1.5389	1.6004	1.6644	1.7309	1.8001
12	1.5389	1.6004	1.7309	1.8001	1.8721
13	1.5389	1.6004	1.8001	1.8721	1.9470
14	1.5389	1.6004	1.8001	1.8721	1.9470
15	1.5507	1.6148	1.8163	1.8890	1.9645
16	1.5507	1.6148	1.8163	1.8890	1.9645
17	1.5507	1.6148	1.8163	1.8890	1.9645
18	1.5507	1.6148	1.8163	1.8890	1.9645
19	1.5507	1.6148	1.8163	1.8890	1.9645
20	1.5507	1.6148	1.8163	1.8890	1.9645
21	1.5507	1.6148	1.8163	1.8890	1.9645
22	1.5507	1.6148	1.8163	1.8890	1.9645
23	1.5507	1.6148	1.8163	1.8890	1.9645
24	1.5625	1.6290	1.8323	1.9056	1.9819
25	1.5625	1.6290	1.8323	1.9056	1.9819
26	1.5625	1.6290	1.8323	1.9056	1.9819
27	1.5853	1.6544	1.8596	1.9335	2.0104
28	1.5853	1.6544	1.8596	1.9335	2.0104
29	1.5853	1.6544	1.8596	1.9335	2.0104
30	1.7200	1.7889	1.9876	2.0672	2.1500

APPENDIX E

DOVER CITY SCHOOL DISTRICT
2025-26 TEACHER SALARY SCHEDULE

BASE	42,874		**2026**		
	BA	BA+15	MA	MA+15	MA+40
0	$42,874	$44,589	$46,373	$48,225	$50,150
1	$44,589	$46,373	$48,225	$50,150	$52,152
2	$46,373	$48,225	$50,150	$52,152	$54,236
3	$48,225	$50,150	$52,152	$54,236	$56,405
4	$50,150	$52,152	$54,236	$56,405	$58,660
5	$52,152	$54,236	$56,405	$58,660	$61,005
6	$54,236	$56,405	$58,660	$61,005	$63,445
7	$56,405	$58,660	$61,005	$63,445	$65,979
8	$58,660	$61,005	$63,445	$65,979	$68,616
9	$61,005	$63,445	$65,979	$68,616	$71,359
10	$63,445	$65,979	$68,616	$71,359	$74,211
11	$65,979	$68,616	$71,359	$74,211	$77,177
12	$65,979	$68,616	$74,211	$77,177	$80,264
13	$65,979	$68,616	$77,177	$80,264	$83,476
14	$65,979	$68,616	$77,177	$80,264	$83,476
15	$66,485	$69,233	$77,872	$80,989	$84,226
16	$66,485	$69,233	$77,872	$80,989	$84,226
17	$66,485	$69,233	$77,872	$80,989	$84,226
18	$66,485	$69,233	$77,872	$80,989	$84,226
19	$66,485	$69,233	$77,872	$80,989	$84,226
20	$66,485	$69,233	$77,872	$80,989	$84,226
21	$66,485	$69,233	$77,872	$80,989	$84,226
22	$66,485	$69,233	$77,872	$80,989	$84,226
23	$66,485	$69,233	$77,872	$80,989	$84,226
24	$66,991	$69,842	$78,558	$81,701	$84,972
25	$66,991	$69,842	$78,558	$81,701	$84,972
26	$66,991	$69,842	$78,558	$81,701	$84,972
27	$67,968	$70,931	$79,728	$82,897	$86,194
28	$67,968	$70,931	$79,728	$82,897	$86,194
29	$67,968	$70,931	$79,728	$82,897	$86,194
30	$73,743	$76,697	$85,216	$88,629	$92,179

APPENDIX F

DOVER CITY SCHOOL DISTRICT
2026-27 TEACHER SALARY SCHEDULE

BASE	44,160		**2027**		
	BA	BA+15	MA	MA+15	MA+40
0	$44,160	$45,926	$47,763	$49,671	$51,654
1	$45,926	$47,763	$49,671	$51,654	$53,716
2	$47,763	$49,671	$51,654	$53,716	$55,862
3	$49,671	$51,654	$53,716	$55,862	$58,097
4	$51,654	$53,716	$55,862	$58,097	$60,420
5	$53,716	$55,862	$58,097	$60,420	$62,835
6	$55,862	$58,097	$60,420	$62,835	$65,348
7	$58,097	$60,420	$62,835	$65,348	$67,958
8	$60,420	$62,835	$65,348	$67,958	$70,674
9	$62,835	$65,348	$67,958	$70,674	$73,500
10	$65,348	$67,958	$70,674	$73,500	$76,437
11	$67,958	$70,674	$73,500	$76,437	$79,492
12	$67,958	$70,674	$76,437	$79,492	$82,672
13	$67,958	$70,674	$79,492	$82,672	$85,980
14	$67,958	$70,674	$79,492	$82,672	$85,980
15	$68,479	$71,310	$80,208	$83,418	$86,752
16	$68,479	$71,310	$80,208	$83,418	$86,752
17	$68,479	$71,310	$80,208	$83,418	$86,752
18	$68,479	$71,310	$80,208	$83,418	$86,752
19	$68,479	$71,310	$80,208	$83,418	$86,752
20	$68,479	$71,310	$80,208	$83,418	$86,752
21	$68,479	$71,310	$80,208	$83,418	$86,752
22	$68,479	$71,310	$80,208	$83,418	$86,752
23	$68,479	$71,310	$80,208	$83,418	$86,752
24	$69,000	$71,937	$80,914	$84,151	$87,521
25	$69,000	$71,937	$80,914	$84,151	$87,521
26	$69,000	$71,937	$80,914	$84,151	$87,521
27	$70,007	$73,058	$82,120	$85,383	$88,779
28	$70,007	$73,058	$82,120	$85,383	$88,779
29	$70,007	$73,058	$82,120	$85,383	$88,779
30	$75,955	$78,998	$87,772	$91,288	$94,944

APPENDIX G

DOVER CITY SCHOOL DISTRICT
2027-28 TEACHER SALARY SCHEDULE

BASE	45,485		**2028**		
	BA	BA+15	MA	MA+15	MA+40
0	$45,485	$47,304	$49,197	$51,162	$53,204
1	$47,304	$49,197	$51,162	$53,204	$55,328
2	$49,197	$51,162	$53,204	$55,328	$57,539
3	$51,162	$53,204	$55,328	$57,539	$59,840
4	$53,204	$55,328	$57,539	$59,840	$62,233
5	$55,328	$57,539	$59,840	$62,233	$64,721
6	$57,539	$59,840	$62,233	$64,721	$67,309
7	$59,840	$62,233	$64,721	$67,309	$69,997
8	$62,233	$64,721	$67,309	$69,997	$72,794
9	$64,721	$67,309	$69,997	$72,794	$75,705
10	$67,309	$69,997	$72,794	$75,705	$78,730
11	$69,997	$72,794	$75,705	$78,730	$81,878
12	$69,997	$72,794	$78,730	$81,878	$85,152
13	$69,997	$72,794	$81,878	$85,152	$88,559
14	$69,997	$72,794	$81,878	$85,152	$88,559
15	$70,534	$73,449	$82,614	$85,921	$89,355
16	$70,534	$73,449	$82,614	$85,921	$89,355
17	$70,534	$73,449	$82,614	$85,921	$89,355
18	$70,534	$73,449	$82,614	$85,921	$89,355
19	$70,534	$73,449	$82,614	$85,921	$89,355
20	$70,534	$73,449	$82,614	$85,921	$89,355
21	$70,534	$73,449	$82,614	$85,921	$89,355
22	$70,534	$73,449	$82,614	$85,921	$89,355
23	$70,534	$73,449	$82,614	$85,921	$89,355
24	$71,070	$74,095	$83,342	$86,676	$90,147
25	$71,070	$74,095	$83,342	$86,676	$90,147
26	$71,070	$74,095	$83,342	$86,676	$90,147
27	$72,107	$75,250	$84,584	$87,945	$91,443
28	$72,107	$75,250	$84,584	$87,945	$91,443
29	$72,107	$75,250	$84,584	$87,945	$91,443
30	$78,234	$81,368	$90,406	$94,027	$97,793

APPENDIX H

DOVER CITY SCHOOL DISTRICT
SUMMARY OF DENTAL INSURANCE COVERAGE

I. Dental Expense Benefits

All Dental Expense Benefits are subject to the deductibles, co-payment, and maximum amount shown below:

A.	Annual Maximum for other than Orthodontics	$1,500.00
B.	Lifetime Maximum for Orthodontics	$1,500.00
C.	Deductible Amount	$25.00 per calendar year (deductible waived for Class I and Class IV Services)
D.	Family Deductible	Maximum of $75.00 per family per calendar year.
E.	Co-Payment (Paid by the Plan) 1. Class I 2. Class II 3. Class III 4. Class IV	 100% of URC* 80% of URC* 60% of URC* 60% of URC*

II. The above is only a general summary of dental insurance coverage provided. Applicable policy provisions will govern payment for dental claims.

*Late enrollees, including those individuals who did not enroll when first eligible and subsequently enrolled during an open enrollment period shall, during the twelve (12) months immediately following such late enrollment, receive benefits of fifty percent (50%) of the benefits otherwise payable under the Plan after the deductible is satisfied.

APPENDIX I

DOVER CITY SCHOOL DISTRICT
GRIEVANCE FORM

STEP _____

This form is to be used at all steps of the grievance procedure.

Grievant's Name:_____

Grievant's Building Assignment: _____

Date Grievance Occurred: _____

Date of Formal Filing: _____

Level Grievance Initiated: _____

Statement of Grievance:

Remedy Sought:

Signature of Grievant: _____

Date of Signature: _____

A copy of the decision must be sent to the Association President at the same time the decision is sent to the grievant.

APPENDIX J

DOVER CITY SCHOOL DISTRICT
ASSISTANT COACH EVALUATION FORM

Coach's Name _____ Sport

Rating Scale:
1 = Excellent 2 = Good 3 = Satisfactory 4 = Needs Improvement 5 = Unsatisfactory

A.	GOOD OF THE PROGRAM	CIRCLE ONE
	1. Rapport between coach and players.	1 2 3 4 5
	2. Intensity of interest in coaching this sport.	1 2 3 4 5
	3. Rapport between coach and rest of coaching staff.	1 2 3 4 5
	4. Accepts coaching duties given by head coach.	1 2 3 4 5
	5. Follows all OHSAA and Dover Board policies.	1 2 3 4 5
B.	ADMINISTRATION OF DUTIES	CIRCLE ONE
	1. Care of equipment.	1 2 3 4 5
	2. Supervision of players in locker room and other areas.	1 2 3 4 5
	3. Completes scouting and pre or post season duties.	1 2 3 4 5
C.	COACHING TECHNIQUES	CIRCLE ONE
	1. Teaching ability	1 2 3 4 5
	2. Knowledge of sport.	1 2 3 4 5
	3. Ability to motivate.	1 2 3 4 5
	4. Is prompt and dependable.	1 2 3 4 5

EVALUATOR'S

COMMENTS:

The Coach's signature only indicates that all phases of the appraisal have been conducted with the full knowledge of the Coach.

Principal's Signature _____ Date

Assistant Coach's Signature _____ Date

Athletic Director's Signature _____ Date

APPENDIX K

DOVER CITY SCHOOL DISTRICT
HEAD COACH EVALUATION FORM

Coach's Name _____ Sport

Rating Scale:

1 = Excellent 2 = Good 3 = Satisfactory 4 = Needs Improvement 5 = Unsatisfactory

I.	PERSONAL QUALITIES	CIRCLE ONE
	A. Personal Qualities	
	1. Is enthusiastic	1 2 3 4 5
	2. Presents a positive role model for the athletes	1 2 3 4 5
	3. Has appropriate appearance	1 2 3 4 5
	4. Uses appropriate language	1 2 3 4 5
	5. Demonstrates appropriate sportsmanship	1 2 3 4 5
	6. Interacts appropriately with parents	1 2 3 4 5
	7. Supports other district coaches and their programs	1 2 3 4 5
	B. Personal Conduct	
	1. Exhibits ethical/moral behavior	1 2 3 4 5
	2. Maintains emotional control	1 2 3 4 5
	3. Places the welfare of the athlete above winning and would not sacrifice value/principles to win	1 2 3 4 5

EVALUATOR'S

COMMENTS:

II. ADMINISTRATIVE PROCEDURAL ABILITIES

CIRCLE ONE

A. Practice Organization

1. Conducts well-planned sessions 1 2 3 4 5
2. Informs administrators and players of practice and games as early and as often as possible 1 2 3 4 5
3. Well kept stats on team's performance 1 2 3 4 5

B. Financial Resources

1. Adheres to budget policies and procedures 1 2 3 4 5
2. Works within the constraints of the budget 1 2 3 4 5

C. Administering the Program

1. Establishes guidelines and expectations for the entire program 1 2 3 4 5
2. Provides input to the Athletic Director regarding the performance of Assistant Coaches 1 2 3 4 5

EVALUATOR'S COMMENTS:

III. KNOWLEDGE & PRACTICE OF MEDICAL-LEGAL ASPECTS CIRCLE ONE

1. Exhibits reasonable and prudent conduct in preventing and handling accidents and injuries 1 2 3 4 5
2. Follows the advice of the physician regarding 1 2 3 4 5

	the participation of injured athletes	
3.	Instructs players and supervises implementation of the school's Athletic Code	1 2 3 4 5
4.	Reinforces the school policy against use and abuse of chemicals	1 2 3 4 5
5.	Provides training rules in writing to all team members	1 2 3 4 5

EVALUATOR'S COMMENTS:

IV. THEORY AND TECHNIQUES OF COACHING

		CIRCLE ONE
A.	Coaching Methods	
1.	Applies knowledge of the skills, techniques and rules of the sport	1 2 3 4 5
2.	Demonstrates the ability to teach fundamentals	1 2 3 4 5
3.	Develops good team spirit and morale	1 2 3 4 5
4.	Maintains discipline in a fair and consistent manner	1 2 3 4 5
5.	Makes students aware of behavioral expectations before and during season	1 2 3 4 5
6.	Practice times are well communicated	1 2 3 4 5
7.	Off-season conditioning is supervised and announced	1 2 3 4 5
B.	Strategy	
1.	Is able to accurately assess players' skills	1 2 3 4 5
2.	Consequences for behavior are explained before participation and are uniformly enforced	1 2 3 4 5
C.	Rules and Regulations	
		1 2 3 4 5

1. Abides by the rules and regulations set up by the OHSAA and the Dover School Board
2. Demonstrates a knowledge of the rules and officiating techniques of the sport 1 2 3 4 5

D. Professional Growth

1. Attends instructional activities 1 2 3 4 5
2. Maintains appropriate coaches association memberships 1 2 3 4 5

EVALUATOR'S COMMENTS:

V. PERSONNEL MANAGEMENT CIRCLE ONE

1. Monitors student's academic achievement 1 2 3 4 5
2. Develops and maintains a positive attitude among the athletes 1 2 3 4 5

EVALUATOR'S COMMENTS:

VI. PUBLIC RELATIONS CIRCLE ONE

1. Communicates effectively with assistant coaches 1 2 3 4 5
2. Cooperates with the Athletic Director 1 2 3 4 5
3. Cooperates with the administration 1 2 3 4 5
4. Communicates appropriately with the media 1 2 3 4 5
5. Understands the concerns of parents of the athletes and the general public 1 2 3 4 5
6. Communicates appropriately with parents 1 2 3 4 5
7. Communicates appropriately with the administrator 1 2 3 4 5

1 2 3 4 5

8. Communicates appropriately with the Director of Transportation

9. Follows the appropriate chain of command 1 2 3 4 5

EVALUATOR'S COMMENTS:

VII. GENERAL COACHING GUIDELINES CIRCLE ONE

1. Honors commitments such as adherence to practice times and attendance at functions such as Booster and Athletic Council Meetings. 1 2 3 4 5

2. Uses discretion in the use of tobacco or alcoholic beverages in presence of athletes. 1 2 3 4 5

3. Works with the fellow staff members to ensure that conflicts involving an athlete's participation in another program does not result in placing the athlete in the center of such conflict -- i.e., two coaches putting undue pressure on an athlete to leave one program to participate in another. 1 2 3 4 5

4. Takes reasonable precautions to avoid excessive embarrassing of a student in front of a crowd. 1 2 3 4 5

5. Maintains poise during contests refraining from such actions as inciting the crowd, undue berating of officials, or verbal conflicts 1 2 3 4 5

	with opposing players or coaches.	
6.	Insures that all overnight trips are preceded by discussion with the Athletic Director and immediate supervisor. Athletes are to be properly supervised by coaches or responsible adult chaperons.	1 2 3 4 5

EVALUATOR'S OVERALL

COMMENTS:

NOTE: The Coach's signature does not mean the Coach agrees with the content of the evaluation. However, the signature does acknowledge that the evaluation has been received and read.

Principal's Signature _____ Date

Head Coach's Signature _____ Date

Athletic Director's Signature _____ Date