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# MASTER AGREEMENT

between the

**REVERE EDUCATION ASSOCIATION**

and the

**BOARD OF EDUCATION**
of the

**REVERE LOCAL SCHOOL DISTRICT**

**July 1, 2025 — June 30, 2028**

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**To be updated**


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# ARTICLE 1. RECOGNITION

## 1.01 RECOGNITION

The Board recognizes the Revere Education Association as the sole and exclusive representative and negotiating agent for certified personnel as defined in Section 4117.01 (I) of the Ohio Revised Code including school counselors, school psychologists and speech and language pathologists, certificated/licensed regularly scheduled Learning Disability Tutors, all of whom hereinafter referred to as "teachers," Building Secretarial Employees, Intervention Assistants/ Instructional Assistants.

Those excluded from the bargaining unit shall be limited to Supervisor and Management Level Employees, casual substitute teachers who work less than sixty (60) days, other tutors, technology support specialists, and casual employees as defined below; provided, however, that substitute teachers who work sixty (60) or more consecutive workdays in the same assignment, in a school year, shall, as of the sixtieth (60th) day, be deemed included in the bargaining unit.

"Supervisor and Management Level Employees" shall be defined as persons who by contract and certification licensure are the Superintendent, Directors, Principals, Assistant Principals, Certified District Supervisors, Administrative Coordinators, or any other certificated/licensed employee who has the authority to hire, recommend employment, transfer, suspend, layoff, recall, promote, discharge, assign, reward, or discipline, other certificated/licensed employees; to responsibly direct them; to adjust their grievances; or to effectively recommend such action if the exercise of that authority is not of a merely routine or clerical nature, but requires the use of independent judgment; provided, however, that certificated licensed employees who are Department Chairpersons or teachers shall not be deemed Supervisors, but shall be members of the Association's bargaining unit.

"Casual Employee" shall be defined as a person who is employed for intermittent periods of time.

No teacher as defined in Ohio Revised Code 3319.09 shall be designated as a Supervisor or a Management Level Employee unless they are employed under a contract governed by Ohio Revised Code 3319.01, 3319.011, or 3319.02, and holds a license designated for being a superintendent, assistant superintendent, principal, director, or supervisor issued under Ohio Revised Code 3319.22.

## 1.02 DURATION OF BARGAINING RECOGNITION

Recognition of the Association as the sole and exclusive representative of members of the above defined bargaining unit shall be for the term of this Agreement, without challenge, as provided for in Sections 4117.04(A) and 4117.05(B) of the Ohio Revised Code, and will continue thereafter until and/or unless a challenging employee organization is legally successful in gaining exclusive representative rights as provided for and in strict compliance with the provisions set forth in Sections 4117.05 and 4117.07 of the Ohio Revised Code.

## ARTICLE 2. BARGAINING PROCEDURE

### 2.01 BARGAINING TEAM

Negotiations will be conducted through meetings of negotiators selected by the Board of Education and negotiators selected by the Association. Teams shall be limited to no more than six (6) persons each.

### 2.02 SCOPE OF BARGAINING

The parties shall bargain collectively and in good faith with regard to all matters pertaining to wages, hours, or terms and other conditions of employment, and continuation, modification or deletion of existing provisions, and any other items mutually agreed upon.

### 2.03 BARGAINING TIME LINES

A. Requests for commencement of negotiations shall be given not less than ninety (90) days prior to the expiration date of the Agreement. Requests from the Association shall be made directly to the Superintendent or, in their absence, to their designee; requests from the Board will be made to the President of the Association. A mutually convenient meeting date shall be set within fifteen (15) days of the date of request.

B. Negotiations will begin no later than sixty (60) days prior to the expiration of this Agreement. All meetings shall be mutually scheduled. The date, time and place of the next meeting will be established before adjournment of each meeting.

### 2.04 AGREEMENT

A. During the course of negotiations, items agreed to shall be reduced to writing and initialed by representatives of each negotiating team. It is understood that such signing or initialing shall be tentative only, subject always to further developments in negotiations on other matters and /or to final agreement on all proposals.

B. When the final agreement is reached on all proposals, the Agreement shall be reduced to writing and promptly submitted for ratification by the Association. Upon such ratification, it will be submitted to the Board for adoption by formal resolution and will be entered into the minutes of the Board, whereupon the terms of the Agreement shall be implemented.

C. Modifications to an existing agreement should follow the same procedures as in Section 2.04B, above, and be evidenced by addendums to the original agreement.

### 2.05 IMPASSE

If an agreement is not reached not less than fifty-one (51) days before the expiration of the current Agreement, either party may declare the unresolved issues to be at impasse.

If either party declares impasse, the parties shall jointly request the Federal Mediation and Conciliation Service (FMCS) to appoint a mediator for the purpose of assisting the parties in reaching an agreement. In the event that the services of a mediator are called upon, the mediation process shall last for a minimum of ten (10) days or until the expiration date of the Agreement, whichever is less.

It is agreed that the procedures set forth in this Section constitute a mutually agreed Dispute Settlement Procedure, which supersedes the procedures contained in Ohio Revised Code 4117.14, except that the Association does retain the right to strike by following the procedures required in Ohio Revised Code Chapter 4117.

## 2.06 MISCELLANEOUS

A. Negotiations Notes

Each of the parties may take notes of each session as desired. All negotiations shall be held in private.

B. Exchange of Information

During the period of negotiations, the Board and the Association agree to provide each, upon request, all public information it regularly and routinely prepares concerning the issue(s) under consideration.

C. Submission of Issues

Proposals shall inform and detail specifically that to which agreement is sought in terms acceptable to the proponent without clarification or supplementation which, if agreed to by the other party, shall express the whole agreement between the parties with respect thereto. Topical listing of items proposed for negotiations ("laundry lists") shall constitute a clear failure of compliance with this requirement and may be disregarded. All issues proposed for negotiations shall be submitted by the parties at the first meeting.

No new issues shall be submitted thereafter without the mutual agreement of the negotiating teams. All proposals and counterproposals shall be submitted in writing.

D. Assistance

The parties may call upon professional or lay consultants to consider matters under discussion and to make suggestions. Said consultants shall not be present at the negotiations except by mutual consent and prior notification. The cost of such consultants shall be borne by the parties requesting them.

## 2.07 MID-TERM NEGOTIATIONS

A. Midterm bargaining shall be viewed by the parties as an activity necessitated only under extenuating circumstances or by mutual agreement of the parties. Should compliance with a state or federally mandated or adopted action or program be highly likely to have a detrimental impact upon the District if not implemented, then the Board shall first explore, in good faith, methods of compliance which do not adversely impact members' wages, hours, term and/or conditions of employment. Thereafter, if not resolved, the parties will engage in midterm bargaining in a good faith effort to reach agreement on any and all outstanding issues presented.

B. Before restructuring any school(s) as a result of state or federally mandated actions, assessments or sanctions, the Board will provide the Association with an adequate opportunity to review data and information upon which the determination to restructure is believed to be based and consider any input provided by the Association at least fourteen (14) calendar days prior to any action by the Board. To the extent that any proposed change affects wages, hours, terms and/or other conditions of employment, such changes shall be subject to midterm bargaining as set forth in 2.07(A) above.

# ARTICLE 3. GRIEVANCE PROCEDURE

## 3.01 DEFINITION

A "grievance" is an alleged violation of a specific Article or Section of this Agreement.

## 3.02 PURPOSE

It is the intent of the Board and the Association that grievances be resolved at the earliest possible stage of this grievance procedure. However, both parties recognize that the procedure must be available without any fear of discrimination because of its use.

## 3.03 GENERAL PROVISIONS

A. Any grievance shall be initiated within twenty-five (25) days of when the grievant knew or should have known of the alleged violation.

B. "Days" shall refer to working days.

C. An "aggrieved party" is a member of the bargaining unit, group of members of the bargaining unit who submit a grievance, or the Association. The Association shall have the right to file a grievance, if the subject matter involved concerns:

1. An alleged violation of the Negotiated Agreement, with respect to rights and privileges granted to the Association, its officers, or its representatives, as such.

2. An alleged violation of the Negotiated Agreement, with respect to a matter affecting two (2) or more members of the bargaining unit. When judged feasible by the Association, the names of the grievants shall be listed on the Grievance Form.

D. "Representative" shall be either the chairperson, and/or designee of the Professional Rights and Responsibilities (PR&R) Committee of the Association, and/or private counsel of the employee/employees.

E. Submission Requirements

1. When a written grievance is provided for under the grievance procedure hereinafter, it shall be submitted in writing on a form herein attached and shall identify the aggrieved party, the time and place of the alleged violation, the identity of the person(s) responsible for causing such alleged grievance, a general statement of the grievance, and the specific redress sought by the aggrieved party.

2. A member of the bargaining unit, or group of members of the bargaining unit, may submit grievances which affect them personally. However, the Association shall have the right to initiate a grievance on behalf of any group of certificated/licensed employees. The names of all known affected parties shall be supplied, if requested. In the event of such class action, the grievance shall be initiated at Level Three.

3. The aggrieved member(s) of the bargaining unit may, at their own option, be represented during the grievance procedure by the Association, or by any representative(s) as defined in Paragraph D, above.

4. In the event that an aggrieved member of the bargaining unit chooses to have a grievance processed without the participation of the Association, or the Association chooses not to process the grievance, the aggrieved shall be entitled to do so; but in that event, the aggrieved shall be liable for any expenses incurred therein including, but not limited to, a reasonable hourly charge for administrative time and attorneys. A written copy of the grievance, nonetheless, shall be sent to the President of the Association when the written grievance is submitted; and a written copy of the final settlement of the grievance, if any, will be sent to the Association President as soon as it is reached.

5. The time limitations set forth in this Article shall be deemed of essence, and the failure to submit a grievance within the time specified shall be deemed an abandonment of the grievance.

## 3.04 GRIEVANCE FORM DATA

The Grievance Form shall contain the information contained in Section 3.03, E.1, above, plus a place for the grievant's signature and the signature of the Administrator receiving the grievance. Every effort shall be made to provide all relevant data on the Grievance Form. No grievance needs to be processed by the Administrator until such data is provided. The grievance will not be judged untimely for failure to provide the preceding information. The disposition of the grievance shall be in writing and signed by the individual rendering the decision. A copy of the Grievance Form and a Disposition of Grievance Form is attached as Appendix A of this document.

## 3.05 GRIEVANCE PROCEDURE

Step One

When there is a grievance, the aggrieved party must attempt to resolve it informally with their Building Principal.

Step Two

If informal discussion does not resolve the problem to the satisfaction of the grievant, the grievant may file a formal, written grievance with the Building Principal within five (5) days of the informal discussion. The Principal will take action on the written grievance within five (5) days after receipt of the written grievance. Copies of their written decision will be sent to the grievant, PR&R Chairperson, and the Superintendent.

Step Three

If the grievant is dissatisfied with the action of the Building Principal at Step Two, or if no action is taken within five (5) days of the appeal, the grievant may refer the grievance, in writing, to the Superintendent within ten (10) days after filing the grievance with the Building Principal. A copy of the appeal will be sent to the Building Principal.

The Superintendent or their designee shall meet with the grievant and representative(s) of the grievant within five (5) days of the receipt of the referral.

A written disposition of the grievance, including the reasons for the decision, will be sent to the employee, the representative(s), if any, and the Principal within five (5) days after the meeting; provided, however, that the Superintendent or their designee shall not include in such written reasons any information which they and the employee deem to be confidential as to the employee, unless such employee provides the Superintendent or their designee with a written consent for releasing such information.

Step Four

If the grievant is not satisfied with the disposition of the grievance at Step Three, or if no decision is reached within five (5) days, and the grievance involves an alleged violation, misapplication, or misinterpretation of a specific Article or Section of this Master

Agreement, the grievance may be appealed to the Board of Education by filing written notice with the Superintendent within ten (10) days after meeting with the Superintendent. Within five (5) days after receiving the appeal, appeal of the grievance, which hearing will not be later than the next regularly scheduled or twenty (20) days from receipt of the appeal, whichever shall later occur.

The Board will render its decision no later than five (5) days following the hearing of the appeal. Copies of the Board's decision shall be sent by the Treasurer to the employee, their representative(s), the PR&R Chairperson, the Superintendent, and the Building Principal.

## 3.06 ARBITRATION

Step Five

If no decision is rendered as set forth in Step Four, or if the grievance is not satisfactorily resolved under Step Four, the aggrieved party may, not later than ten (10) days after receipt of the answer under Step Four, refer the grievance to arbitration by requesting that the American Arbitration Association (AAA) propose the names of seven (7) arbitrators. A copy of such request shall be forwarded to the Superintendent, the grievant, and the PR&R Chairperson. Upon receipt of the names of the proposed arbitrators, the designee of the Superintendent and a designee of the Association or the grievant, if the Association has not chosen to process the grievance, shall alternately strike names from the list until one (1) ultimately is designated as the arbitrator.

A. The arbitrator shall be empowered only to base their decision upon grievances as defined in Section 3.01, above; and shall have no power to add to, subtract from, or modify those documents referred to in Section 3.01, above, by implication or otherwise.

B. The decision of the arbitrator, if rendered within and in accordance with the above stated power, shall be binding upon the parties.

C. Cost of Arbitration

The fees and expenses of the arbitrator shall be shared equally by the Board and the Association; or if the Association has chosen not to process the grievance, the grievant shall be liable for all expenses incurred therein including, but not limited to, a reasonable hourly charge for administrative time and attorney's fees. All other expenses shall be borne by the parties incurring them, and neither party shall be responsible for the expenses of witnesses called by the other.

## 3.07 ASSOCIATION RIGHTS

A. The Association shall have the right to attend all grievance related hearings or discussions at Step Two through Step Five.

B. The Association shall have the right to present its views at all such sessions.

C. The PR&R Chairperson shall receive copies of all correspondence, records, notices, opinions, and discussions related to all grievances. Reasonable copying expenses shall be borne by the Association.

### 3.08 CONFIDENTIALITY

Every effort shall be made by the parties to this Agreement to preserve the confidentiality of all records, documents, and information pertaining to alleged grievances.

## ARTICLE 4. ASSOCIATION RIGHTS

### 4.01 EXCLUSIVE ORGANIZATIONAL RIGHTS

Rights and privileges provided in this Section shall be exclusively granted to the Association as the sole and exclusive bargaining agent.

### 4.02 USE OF SCHOOL FACILITIES

The Association and/or its representatives shall have the right to use the school buildings and equipment as a Category #1 group for school activities as set forth in the established procedures for school building use and the use of the athletic fields.

### 4.03 BULLETIN BOARDS

Bulletin boards to be used by the Association shall be designated by agreement between the Building Principal and the Association Representative.

### 4.04 USE OF INTERSCHOOL MAIL SYSTEM

The Association shall have, without charge, use of the Interschool Mail System, including email and Google Drive, for communications to members of the bargaining unit, and said service shall be used only for official business, activities, and meetings of REA. The Interschool Mail System, including email and Google Drive, shall not be used to distribute any matters derogatory or disparaging of the faculty, Administration or Board.

### 4.05 ASSOCIATION REPRESENTATIVES ACCESS TO MEMBERS OF THE BARGAINING UNIT AND/OR BUILDINGS

The Association shall have the right to have its agents and/or officers contact members of the bargaining unit during the regular school day.

A. Said contacts shall not interrupt instructional time of members of the bargaining unit.

B. Said officers or agents may make school visitations during the regular school day to confer with members of the bargaining unit during their free time by observing normal check-in procedures through the Principal's office.

C. With timely notice from the Association regarding the identification of the Association President for the coming year, the Administration will make a good faith attempt to schedule the Association President's day so that this individual will have the opportunity, with approval of the Superintendent or their designee, to deal with important Association matters during the school day.

## 4.06 USE OF MEMBERS OF THE BARGAINING UNITS' MAILBOXES

The Association shall have the right to place materials into individual member of the bargaining unit's mailboxes in school buildings.

## 4.07 DISTRIBUTION/DISPLAY OF ASSOCIATION PROMOTIONAL MATERIALS

No promotional materials (decals, posters, signs, etc.) from any group or organization, including REA/OEA/NEA, will be affixed, in any way, to any surface in any school building except the building staff room, member of the bargaining unit's offices, copy room, mail room or designated bulletin boards as specified in Section 4.03, above, unless approved by the Superintendent. All such materials affixed in the accepted areas shall be done so in a tasteful manner.

No group or organizations', including REA/OEA/NEA, publications which promote the educational or political ideals of the sponsoring group shall be given to or sent home with students, unless approved by the Superintendent.

## 4.08 DUES DEDUCTIONS

A. Deduction of yearly Association dues and 'or fees shall be authorized for payroll deduction to the Treasurer of the school by the member of the bargaining unit for the following:

1. Local Education Association and its affiliates

2. Annuities:

All employees of the District shall have the opportunity to establish and/or amend an annuity agreement during the school year. The Treasurer's office shall prescribe the documentation required to establish or amend an agreement. The required documentation shall be submitted three weeks in advance of the implementation date that the change will take place. Terminating participation in an annuity agreement may be affected at any time during the year.

3. Retirement Option:

Employees of the District who have submitted in writing their intent to resign for purposes of retirement and whose requests have been approved by the Revere Board of Education, shall have the opportunity to amend their annuity agreement for a thirty (30) day period concluding three (3) weeks

prior to the effective date of their retirement. All required documentation listed above applies to this option.

4. Credit Union

5. United Way

6. Funds for Children and Public Education ("FCPE"):

These deductions will be permitted at no charge to the employee as long as the deductions coincide with the same deduction period and requirements as dues deductions and are for at least Two Dollars ($2.00) per deduction.

B. No later than October 15 annually, a list of the members of the bargaining unit requesting standard payroll deductions or continuous payroll deductions for membership in the Association shall be submitted to the Treasurer.

C. The President of the Association shall, by September 1, annually, certify to the Treasurer of the Board the amount of annual dues deduction for the ensuing school year.

D. Dues deductions shall be made in ten (10) equal payments beginning in November and ending in March, annually.

E. The Board agrees to honor continuous dues deduction authorizations executed in accordance with this Article. Such authorization may be revoked only in writing, with such revocation received by the office of the Treasurer during the period of September 1 through September 15 each year.

1. If the member of the bargaining unit leaves the employment of the Board prior to complete payment of the dues owed for that year, the remainder owed shall be deducted from the final paycheck of the member. It shall be the responsibility of the Association to collect the remainder after the final deduction, if the paycheck is insufficient to pay the dues owed. This provision shall not apply if employment is ended due to the death of the member of the bargaining unit.

F. All monies from Association memberships shall be remitted to the Association Treasurer in a timely manner.

## 4.09 COMMITTEE REPRESENTATIVE

A. When committees are formed to consider such things as possible changes in programs, curricula, subject areas, texts or supplemental materials, teachers, and administrative personnel from the buildings, or subject areas affected, shall be included on such committees. Consideration shall be given, when appointing members to the committee, to persons who have volunteered. As professional

educators, teachers are expected to participate in areas of their expertise; however, no teacher shall be required to serve.

B. In ongoing committees, an attempt will be made to continue fifty percent (50%) of the membership on said committees.

## 4.10 BOARD INFORMATION

The Board agrees to provide the Association with one (1) copy of the agenda, appropriate attachments and minutes of each regular Board meeting twenty-four (24) hours before the scheduled Board meeting. A copy of any addendum to the agenda will be provided to the Association when it is presented to the Board.

## 4.11 SUPERINTENDENT'S ADVISORY COMMITTEE

The Superintendent will determine the composition and size of the Superintendent's Advisory Committee ("SAC"). The REA Executive Board shall select at least four (4) classroom teachers (one from each building) employed by the District and one (1) SSP employed by District to serve on the committee. The other members of SAC will be selected and appointed by the Superintendent. The Superintendent will determine the time, dates and location of the meetings.

## 4.12 FACULTY ADVISORY COUNCIL

A. A Faculty Advisory Council (FAC) shall be formed in each building. The Building Principal and the REA Building Representative(s) shall meet at the beginning of each school year to establish a schedule of meetings and to determine the membership of the Council. A minimum of six (6) regular meetings shall be scheduled at this meeting. The number of members for the Association, in a given building, shall not exceed the greater of one of the following:

1. the number of grade levels in a building; or

2. the number of teams in a building; or

3. the number of departments in a building.

Regularly scheduled meetings may be cancelled with the mutual agreement of the building principal and the REA representative; however, sessions may be convened as needed.

B. The Building Principal shall serve as a chairperson of the FAC and shall establish an agenda, with input from the building faculty, which shall be published in advance of each meeting.

C. The focus of Council discussion is for school improvement. Matters of building importance, including issues of building procedures affecting teachers, may be included on the FAC agenda for discussion.

D. The agenda for each meeting will be forwarded to the Superintendent.

E. The provisions of this Article/Section are not intended to negate or to expand Article 3 (Grievance Procedure) of this Agreement.

## 4.13 ASSOCIATION MEMBERSHIP

Association membership is annual with the membership year being September 1 through August 31. Once a member enrolls such membership shall be continuous thereafter for each subsequent membership year unless the individual cancels their membership.

Any individual who wishes to cancel their membership must notify the Association Treasurer in writing between August 1 and August 31. A member may cancel their membership outside of the aforementioned cancellation period but shall be responsible for all remaining dues and assessments of the current membership year and by such cancellation acknowledges that they is forgoing any rights specifically reserved to members of the Association.

In the event an employee severs employment or cancels their membership outside of the cancellation period defined in this Contract, the District Treasurer shall deduct all owed and remaining dues from the employee's next check immediately following such notification, in accordance with the REA/OEA Membership Form. The Association is responsible for sharing membership information with the District Treasurer no later than October 15th annually.

The Association agrees to indemnify and hold the Board harmless against any and all claims that arise out of or are in any way related to the deduction of dues pursuant to this Article.

## 4.14 REA STIPEND

The Revere Education Association (REA) President, Vice-Presidents, Secretary, Treasurer, and other members paid a stipend by the REA have the option to be paid a stipend by the Board as identified by the REA. The REA shall reimburse the Board the cost of the stipends, city/state/federal taxes, workers' compensation, Medicare and any applicable retirement costs payable to the Ohio STRS/SERS.

# ARTICLE 5. EMPLOYMENT PRACTICES

## 5.01 TEACHER EMPLOYMENT STATUS: FULL-TIME/PART-TIME

A. Teachers shall normally be hired as full-time employees. The only exception shall be the employment of part-time teachers when there is insufficient enrollment in a grade level, course of study or specialized circumstance that necessitate less than a full-time teacher.

B. There shall not be proliferation of part-time positions; and full-time positions shall not be divided into two (2) part-time positions unless requested by the full-time teacher or conditions listed in Section A, above.

C. Part-time teachers can be employed in the following percentages:

One-third (1/3), half-time (1/2) or two-thirds time ( 2/3)

This part-time frame is excluding an unpaid lunch but includes a percentage of daily planning/conference time. Part-time teachers are required to attend Team or Department meetings and Faculty, Staff meetings that are scheduled adjacent to their work schedule.

At the Revere High School:

| | | |
|---|---|---|
| One-third (1/3) teacher | NO planning time | Two consecutive classes |
| One-half (1/2) teacher | NO planning time | Three consecutive classes |
| Two-thirds (2/3) teacher | NO planning time | Four consecutive classes |

At the Revere Middle School:

| | | | |
|---|---|---|---|
| One-third (1/3) teacher | NO planning time | No duties | |
| One-half (1/2) teacher | Forty (40) minutes planning | Equivalent to daily class time | No duties |
| Two-thirds (2/3) teacher | Forty (40) minutes planning | Equivalent to daily class time | No duties |

At the Elementary Schools:

| | | | |
|---|---|---|---|
| One-third (1/3) teacher | Twenty (20) minutes planning | Up to 140 minutes | No duties |
| One-half (1/2) teacher | Twenty (20) minutes planning | Up to 210 minutes (4 to 5 classes) | No duties |
| Two-thirds (2/3) teacher | Forty (40) minutes planning | Six (6) classes | No duties |

D. No full-time teacher shall be required to take a part-time position.

## 5.02 STAFF REDUCTION

If the Board of Education determines it necessary to reduce the number of teachers, it shall do so by the suspension of teacher contracts using the following procedure:

Section A.

1. No teacher shall have their continuing or limited contract suspended with an effective date during the term of the normal school year, when such reductions are the result of decreased enrollment.

2. The Board shall act on or before April 30th to implement a Reduction in Force ("*RIF")* for the succeeding school year. Any staff reductions as determined by the Board shall have an effective date of no sooner than the first day of the affected members of the bargaining unit contract for the succeeding school year.

Section B. Seniority

For the purpose of the suspension of contracts under this Section, seniority shall be determined as follows:

1. There will be two seniority lists. The names of all teachers on continuing contracts in the District shall appear in order of seniority on a list in each of their teaching fields for which they are certificated /licensed. The names of all teachers on limited contracts in the District shall appear in order of seniority on a list in each of the teaching fields for which they are certified/licensed.

2. Unless approved by the Superintendent, teachers shall maintain the areas of certification/licensure they held at the time of their employment or in which they have been assigned while employed in Revere.

3. Seniority shall be determined by length of continuous service in the school system. Seniority shall accrue for all time a teacher is on active pay status or receiving workers' compensation benefits. Time spent on inactive pay status shall not contribute to accrual of seniority and shall not constitute a break in seniority.

4. Continuous service will commence with the first day of active employment in the school year in which the employee is hired. Among those with the same length of continuous service, seniority shall be determined by:

    1. The date of the Board meeting at which the teacher was hired;

    2. If the tie remains, the date the letter of intent is signed by employees hired for the 2008-2009 school year and thereafter;

3. If the tie still remains, the tie shall be broken by lottery with an Association representative present.

5. Availability of Lists:

At least fifteen (15) calendar days before the Board action to reduce the number of teachers, the Association President shall receive, in writing, a tentative list of the positions in each teaching field affected by the reduction in teachers. In addition, as of October 15th of each school year, the seniority lists for all teachers as defined in Section 2.a., above, shall be available for review by the Association, and posted in each building.

6. Notification of Teachers:

Any teacher whose contract is to be suspended as the result of a reduction in teachers shall be notified, in writing, of their intended suspension at least fifteen (15) calendar days prior to the next regularly scheduled Board meeting at which the action is to be taken; provided, however, the suspension shall not become effective sooner than thirty (30) days after said action.

Section C. Suspension of Contracts

1. Contracts shall be suspended as the result of a reduction in force determined by the Board.

2. For the purposes of identifying those teachers whose contracts will be suspended due to a reduction in force, the teacher's last summative evaluation rating shall determine in what order the contracts will be suspended in each certification/licensure area affected.

3. For the purpose of determining the order of reduction in each certification/licensure area, the ratings of "accomplished" and "skilled" shall be considered comparable.

4. In each certification/licensure areas affected by a reduction in force, the following order of reduction based upon the last summative evaluation rating shall be followed:

1. Limited contract teacher with an "ineffective" rating;

2. Limited contract teacher with a "developing" rating;

3. Continuing contract teacher with an "ineffective" rating for two (2) consecutive years;

4. Limited contract teacher with an "accomplished" or "skilled" rating;

5. Continuing contract teacher with an "ineffective" rating but not in two (2) consecutive years;

6. Continuing contract teacher with a "developing" rating;

7. Continuing contract teacher with an "accomplished" or "skilled" rating.

5. Where more than one teacher has an evaluation rating that is subject to contract suspension due to a reduction in force, the teachers within that rating shall be ordered according to seniority with the least senior individual being the first teacher to be affected.

Section D. Recall

1. Any teacher on the recall list whose continuing contract has been suspended shall be recalled in inverse order of contract suspension, provided they are or become certified for the vacancy.

2. Any teacher on the recall list whose limited contract has been suspended shall be recalled in inverse order of contract suspension to a vacancy in the licensure area from which they were suspended, or the licensure area in which they were initially hired or have taught in the District.

3. In the event that a vacancy becomes available, the Board shall recall the teacher to active employment status by giving written notice to the teacher. Said written notice shall be sent to the teacher by registered or certified letter addressed to the teacher's last known address. It shall be the responsibility of each teacher to notify the Board of any change in address.

4. If a teacher fails to accept active employment status within fifteen (15) calendar days [five (5) calendar days if after August 15] from date said notification was delivered, said teacher shall be considered to have declined said offer and shall be removed from the recall list.

5. A teacher on the recall list shall, upon acceptance of the notification to resume active employment status, return to active employment status with the same seniority, accumulation of sick leave, and salary schedule placement as said teacher had at the time the contract was suspended.

6. Limited contract teachers shall remain on the recall list for a period of fifteen (15) months from the last day of active employment by the District unless the teacher has accepted, prior to such time, active employment in another school district. "Active employment" shall be defined as the contract year.

7. Continuing contract teachers shall remain on the recall list in accordance with law, unless the teacher has accepted active employment in another

school district. "Active employment" shall be defined as the contract year.

Section E. Involuntary Transfer Resulting from Staff Reduction

Any teacher forced to move from building to building, or from one teaching field to another, as a result of the application of these procedures, may request in writing re-assignment to the previous building or teaching field. The request shall be filed with the Superintendent on or before June 15. If the request is not granted, the teacher will be notified on or before June 30 and, if requested, will be given the reason(s) for denial of the request.

Section F. Administrator Returning to Bargaining Unit

Effective for any administrator or non-member of the bargaining unit hired after August 1, 2006, it is the agreement of the parties that those individuals shall have no rights to cause the suspension of the employment contract of any current member of the bargaining unit.

**5.03 SSP REDUCTIONS**

If the Board of Education determines it necessary to reduce the number of classified bargaining unit members in a job classification, as listed in Article 1 of this Agreement, it shall do so by the following procedures:

A. The Board shall act on or before April 30th to implement a RIF for the succeeding school year. Any staff reductions as determined by the Board shall have an effective date of no sooner than the first day of the affected member of the bargaining unit's contract for the succeeding school year.

B. The number of members of the bargaining unit affected by the reduction in force will be kept to a minimum by not employing replacements insofar as practical for employees who resign, retire, or otherwise vacate a position.

C. Whenever it becomes necessary to lay off classified members of the bargaining unit, the affected staff members shall be laid off according to seniority within the classification category with the least senior employee laid off first.

D. For reduction purposes, there shall be two classification categories: (1) Building Secretaries, and (2) Instruction Assistants/Intervention Assistants/Library Media Assistants.

E. Seniority is defined by the length of continuous service in the school system. Continuous service will commence with the first day of active employment in the school year in which the employee was hired. Authorized leaves of absence and layoffs do not constitute an interruption in continuous service. In the case of identical seniority, seniority shall be determined by:

1. The date of the Board meeting at which the member of the bargaining unit was hired.

2. If the tie still remains, by date of application with the District.

3. If tie still remains, the tie shall be broken by lottery with an Association representative present.

F. Classified members of the bargaining unit will be recalled from reduction in force in reverse order, that is those members last laid off are first to return. A written notice of recall shall be sent to the member of the bargaining unit by registered or certified letter addressed to the member of the bargaining unit's last known address. It shall be the responsibility of the member of the bargaining unit to notify the Board immediately of any change in address.

G. If a classified member of the bargaining unit fails to accept active employment status within fifteen (15) calendar days from the date said notification was delivered, said member of the bargaining unit shall be considered to have declined said offer and shall be removed from the recall list.

H. Those members of the bargaining unit on limited contracts shall remain on the recall list for a period of fifteen (15) months from the last day of active employment by the District.

I. Those members of the bargaining unit on continuing contracts shall remain on the recall list for a period of twenty-four (24) months.

J. Any member of the bargaining unit involuntarily transferred from one building to another building as a result of the application of above procedures may request in writing reassignment to the previous position or building. The request shall be filed with the Superintendent on or before June 15. If there is a vacancy in the previously held position, the reassignment at time of Reduction in Force shall be granted. If the request is not granted, the member of the bargaining unit will be notified on or before June 30th and, if requested, will be given the reason(s) for denial of the request.

## ARTICLE 6. WORKING CONDITIONS

### 6.01 SCHOOL YEAR

A. The school calendar shall be adopted annually by the Board of Education and shall designate:

1. There shall be one hundred and eighty-four (184) workdays in a school year.

2. Workdays with students shall be a maximum of one hundred and seventy-eight (178) days.

3. Workdays without students shall be at least six (6) days.

1. One (1) Convocation day which shall be one-half (1/2) day for administrative meeting/in-service and one-half (1/2) day for individual teacher preparation.

2. One half-day (1/2) for Wellness.

3. Two (2) half (1/2) Professional Development Days.

4. One half-day Records Day at the end of each quarter. The other half day being planned professional development.

The building administrator with input from the professional staff will determine the format and structure of these days.

4. One (1) parent teacher conference day. If parent teacher conferences are scheduled outside of the teacher workday, this day shall be a day off as a payback day.

B. The school calendar proposal shall be developed by the SAC.

C. The administration and the District Level Team ("DLT") shall collaborate on the planning and implementation of these Professional Development days.

D. NEOEA Day

NEOEA Day shall not be scheduled as a workday and shall not be included as a contractual day on the calendar for members of the bargaining unit on less than a twelve-month contract. NEOEA day is an unpaid day for those members of the bargaining unit on less than a twelve-month contract. For those members of the bargaining unit on a twelve-month contract, NEOEA Day is a paid workday. This provision may be waived with the approval of the REA.

E. School Year/Day for Classified Members of the Bargaining Unit

The workweek shall normally consist of five (5) days, Monday through Friday. Deviation from this may occur as the result of calamity days and resulting make-up days. The work year and day shall be as specified below:

| Title | Workdays | School Day | Paid Holidays | Follows Calendar |
|---|---|---|---|---|
| Educational Aide | 184 | 7 to 71/2 hours* | 8 | Teachers' |
| Ten-Month Secretary | 204 | 8 hours | 8 | Teachers' plus twenty (20) working days. The Ten-Month secretary's first workday shall align with the first workday of the Building Principal but shall not be earlier than August 1. The remainder of the twenty (20) working days shall be worked after the Teachers' last work day.* |
| Twelve-Month Secretary | 249 | 8 hours | 12 | Holidays and vacation. |

*This provision shall become effective with the 2026-2027 contract year.

Except for Library Media Aides and summer hours for secretaries in the High School Principal's office, work hours shall not vary from day to day.

*For educational aides, the determination of whether the workday is seven (7) or seven and one half (7 ½) hours is based upon student needs and will be determined by the Director of Student Services. Educational aides shall receive annual salary notices that assume a seven (7) hour workday. Any increase in the workday in the school year shall remain the scheduled workday for the remainder of the school year.

F. Holidays: Support Staff

Support staff members in the bargaining unit will be entitled to the following paid holidays:

Educational Aides and Library Media Aides:

Ten (10) and Eleven (11) Month Secretaries:

1. New Year's Day
2. Martin Luther King Day
3. Presidents' Day
4. Good Friday
5. Memorial Day
6. Juneteenth*
7. Labor Day
8. Thanksgiving Day
9. Christmas Day

*To be eligible for the Juneteenth Holiday, the holiday must fall within the employee's contracted work year.

Twelve (12) month secretaries:

1. New Year's Day
2. Martin Luther King Day
3. Presidents' Day
4. Good Friday
5. Memorial Day
6. Juneteenth
7. Independence Day
8. Labor Day
9. Thanksgiving Day
10. Day after Thanksgiving
11. Christmas Eve
12. Christmas Day
13. New Year's Eve

In order to be paid for a listed holiday, the employee must accrue earnings the scheduled workday before and the scheduled workday after the holiday.

G. Vacation: Support Staff

1. All regular twelve (12) month classified employees in the bargaining unit shall be granted paid vacation as follows:

| Years of Revere Service | Days of Paid Vacation |
|---|---|
| 1 - 5 | Ten (10) Days |
| 6 - 19 | Fifteen (15) Days |
| 20 + | Twenty (20) Days |

Any member of the bargaining unit member of the bargaining unit currently receiving vacation in excess of this schedule will be grandfathered.

2. "Years of Revere Service" means years of employment as a Revere employee. Employees moving from a ten (10) month position to a twelve (12) month position shall have their years of service converted on a proportional basis.

3. Except during the week prior to and the week following the first student day and the last two (2) weeks of the student year, employees may utilize vacation leave at any time during the calendar year provided the employee has given a minimum fourteen (14) calendar days' notice. Vacation with less that fourteen (14) days' notice will be scheduled with the approval of the immediate supervisor. Vacation may be granted by the Superintendent during the excepted times for special circumstances.

4. Vacation shall not accumulate from one year to the next.

5. Vacation pay shall be based on hours normally worked. Upon separation from employment, an employee shall be paid for accumulated but unused vacation leave earned.

H. Calamity Days: Snow Days

Employees shall not be required to work and shall be paid their regular daily wages for all calamity days.

The schedule of the Revere Local School District shall be reported to the Ohio Department of Education in hours. Any hours in excess of the hour equivalent of eleven (11) days used for calamity days shall be made up in accordance with an option or options acceptable by the Ohio Department of Education.

## 6.02 SCHOOL DAY

A. Teachers who are not assigned pre-school and/or post-school duties are expected to arrive prior to and to remain after school a sufficient time to fulfill the duties of that particular day. Beginning with the 2022-2023 school year, the teachers' school day shall be seven hours and twenty minutes (7 hours, 20 minutes).

1. Only those teachers who are assigned pre-school and/or post-school duties may be required to work up to a seven and three-quarter (7 3/4) hour workday. Such a day shall include pre-school duties, post-school duties, and a thirty (30) minute duty free lunch. No more than ten percent (10%) of any building staff shall be assigned pre- or post-school duties, except that no less than two (2) or more than five (5) teachers shall be assigned post-school duties in each building on a daily basis. Such duties shall be assigned on a rotating basis. During the term of this Agreement, the length of the instructional school day in each building shall not be increased.

2. The starting time for Revere Elementary School shall be no earlier than 8:00 AM and shall not extend beyond 3:55 PM. The starting time for Bath Elementary School shall be no earlier than 8:00AM and shall not extend beyond 3:45 PM. The elementary student day shall be no longer than 6 hours and 40 minutes.

B. Lunch Period

1. Teachers:

The regular working day shall include a minimum of thirty (30) minutes for a duty free lunch period.

2. Support Staff:

| | |
|---|---|
| Secretaries | One-half (1/2) hour paid, duty free lunch included within the eight (8) hour workday. |
| Assistants | One-half (1/2) hour paid, duty free lunch within the seven (7) hour workday. |

| | |
|---|---|
| Library Media Assistant | One-half (1/2) hour paid, duty free lunch scheduled in cooperation with the librarian approximately midway through the workday. |

C. Preparation Period

1. Each full-time classroom teacher (including specialists) shall have at least one (1) preparation period per day or the combined equivalent time per week. Time of lesser duration before or after the normal student day shall not be considered in computing total preparation time. The daily preparation period and duty free lunch period, for half-day Kindergarten teachers, shall be scheduled between the a.m. and p.m. Kindergarten classes. Other full-time Elementary classroom teachers will generally have their preparation time during the period when specialists are responsible for the class. The preparation period shall be at least forty (40) minutes in all schools and shall be scheduled as uninterrupted time, unless the teacher agrees otherwise. Each full-time classroom teacher shall have a minimum of two hundred ten (210) minutes of preparation time per five (5) day week. In the event that a change is contemplated in the amount of time of a period for a school, the Superintendent and the Association shall appoint six (6) teachers to meet with the Building Principal and make recommendations with regard to the proposed change. If practical and reasonable, the committee's recommendations will be implemented.

2. In the event that there is an opportunity for a teacher to relinquish their preparation period or, in the middle school, lunch period in order to teach an extra period or class or assume other assigned duties for a year, semester or trimester, the opportunity will be posted district-wide in each building and via E-mail. The Superintendent or Principal, with input from the department chairperson if applicable, will consider all interested and properly certificated/licensed applicants. If a teacher agrees to relinquish their preparation or lunch period, they shall be paid at the annual rate of $7,500.00 at the High School or $4,000.00 at the other buildings. If the term of the need is less than a year, the compensation shall be proportionate to the annual rate. Any such agreement shall be reduced to writing and agreed to by the teacher and the Revere Education Association.

D. Teachers' Meetings

All Full-Time teachers shall be expected to carry out their professional responsibilities by attending teachers' meetings which extend beyond the normal school day unless their absence is approved by their principal. Such approval shall not be unreasonably withheld. All Part-Time teachers shall be expected to carry out their professional responsibilities by attending teachers' meetings adjacent to their

work schedule unless their absence is approved by their principal. Such approval shall not be unreasonably withheld.

E. Traveling Members of the Bargaining Unit

Teachers (including specialist teachers) and other classified members of the bargaining unit who travel from building to building during the school day shall be scheduled adequate time for travel. This scheduled "travel time" shall not be included or counted as part of the member of the bargaining unit's duty free lunch period or required preparation period. Traveling teachers shall be assigned pre- and/or post-school duties at no more than one (1) school each day.

F. Breaks: Support Staff

Eight (8) hour support staff employees will be allowed up to two (2) breaks of up to fifteen (15) minutes in conjunction with the day to day demands of their jobs.

Other support staff employees will be allowed two (2) breaks of ten (10) minutes in conjunction with the day to day demands of their job.

All breaks shall be determined cooperatively between an assistant/aide and the teacher/supervisor. At no time will a student's safety be compromised as the result of an employee taking a break.

G. Building Changes

The proposal of any building-wide change that would affect any term(s) and/or condition(s) of the Agreement must comply with the following procedure.

1. Presentation of the proposal to all members of the bargaining unit providing service in the affected building is to be done by a joint committee of no more than three (3) members of the bargaining unit from that building selected by the Association and three (3) administrators.

2. There shall be a minimum of one (1) general meeting, not open to the public, to present to the members of the bargaining unit providing services in the affected building with a written documentation that provides the following:

    1. A comparison of the current condition and the proposed change(s) for the affected building and its impact on staffing.

    2. An understanding that terms and/or conditions to be amended in the Agreement by this provision can only include the start and end time of the instructional day, the length and/or number of class periods, the number and/or length of preparation periods for that affected building and/or workday rearrangement as designated in Article 6.01(A) so long

as such rearrangement does not exceed one hundred eighty-four (184) days.

3. An understanding that a change in building schedule shall not cause a reduction in force except for attrition.

3. The proposed building change shall be implemented by fifty-five percent (55%) of Association members providing service in the affected building indicating by secret written ballot acceptance of the proposed change. This vote shall have the impact of a ratification vote on behalf of the Association, and the Association reserves the right to be present to verify the vote count.

4. The effectiveness of an implemented building-wide change shall be subject to an evaluation after the first year of the change by a committee as described in paragraph 1 of this section.

5. All schools are considered to be on quarters.

H. The BLT shall meet annually on or about September 23 to develop the delayed starts' schedule. When delayed starts are implemented, the students' instructional day and employees' workday may be revised.

**6.03 CLASS SIZE**

A.

The determination of class size by the Board should be consistent with a review of changes in teaching concepts, population shifts, financial resources, pupil needs, and other such relevant factors.

B.

Without abandoning its right to determine and alter staffing goals as it may hereafter deem advisable or necessary, the Board indicates its commitment to provide such staffing as is appropriate to the methods of instruction, modes of learning, available facilities and finances, and, whenever possible, consistent with the factors set forth in Section A, hereof, endeavor to achieve class size approximating those recommended by the Staff Administration Committee on class size.

The recommendations of the Committee are as follows:

1. Elementary Classes:

| | |
|---|---|
| K - 1 - 2 | Twenty (20) students |
| Grades 3-4 | Twenty-three (23) students |
| Grades 5-6 | Twenty-five (25) students |

2. Special Needs Students:

Low-incidence students are those who have disabilities which occur infrequently in the population and shall count as two (2) students for all class size calculations. These include the multiple disabled, autistic, other health impaired, cognitive disabled, orthopedically disabled, hearing impaired and emotionally disabled. Under special circumstances, this provision may be waived by consent of the teacher and the Association.

3. Middle School:

The class sizes in the Middle School should not exceed 25:1 pupil-academic teacher ratio.

4. High School

1. English: Not more than one hundred (100) students for teachers with three (3) preparations so that teachers can correct at least one (1) piece of writing per week per student.

2. Science Labs: Twenty (20) students

3. Other Subjects: Twenty-five (25) students for teachers with three (3) preparations.

4. Attendance in study halls should not regularly exceed forty-five (45) pupils per Supervisor, per class period.

5. Physical Education classes should not exceed a normal class load of forty (40) students.

6. Maintenance of appropriate teacher workload is beneficial for all students, and teaching and learning. The Board will strive to ensure that no more than fifty percent (50%) of the students assigned to a classroom require specialized, individualized instruction by the classroom teacher.

5. If a teacher with a class size ten percent (10%) above the recommendation set forth above believes that the actual class size is unreasonable, or that placement of IEP students has not been considered appropriately, they may grieve the condition but only through the Board level of the grievance procedure. In addition, in the event that a teacher has a class size in excess of twenty-five percent (25%) above the recommendations for a school year, the Board will endeavor to assign students so as to bring the class size for the following school year as close to the recommendation as practical.

Section 6.03 shall be grievable to a committee of the Board of Education.

## 6.04 TEACHER MATERIALS AND SUPPLIES

A. Annually, prior to the appropriation of funds for instructional materials, each Building Principal shall:

1. inform the building staff of the amount available for such materials;

2. request input, information, and requests from the building staff as to the expenditure of such funds;

3. convene an advisory committee composed of a representative from each grade level within the building to discuss and review input, and discuss pending priorities.

4. Administration reserves the right to make final decisions regarding such funds subsequent to receiving the above recommendations.

B. This procedure shall be modified in the event the District institutes central purchasing for consumable materials and supplies.

## 6.05 SUBSTITUTE TEACHERS

The Board shall endeavor to provide a substitute teacher (including Reading teachers, Librarians, and other Specialist Teachers) for the classes of a teacher out of their classroom for one-half (1/2) day or more.

## 6.06 RESIDENT EDUCATOR PROGRAM (RE) AND NEW TO DISTRICT MENTORING PROGRAM (MP)

Resident Educator Program (RE)

A. Program Purpose

The Resident Educator Program for beginning teachers will provide coaching, mentoring and guidance that are critical to improving their skills, knowledge and student achievement and growth. The Resident Educator Program will be administered and funded by the Revere Local Schools.

B. Definitions

1. Resident Educator Program

A four year program created and required by state law that is designed to provide newly licensed educators quality mentoring and guidance. Successful completion is required to advance to a five-year professional educator license.

2. Resident Educator Mentor

A Mentor is a REA member who has been trained through the Ohio Department of Education (ODE) Resident Educator Mentoring Program to provide professional support to a Resident Educator.

3. A Resident Educator is a teacher employed under a Resident Educator license.

C. The Resident Educator Mentor

1. Qualifications

1. The Resident Educator Mentor must have at least five (5) years teaching experience.

2. A Resident Educator Mentor must be trained to serve as a Mentor through the ODE Instructional Mentoring (IM) and Resident Educator (RE) program.

3. A Resident Educator Mentor must hold a valid teaching certificate/license.

4. A Resident Educator Mentor must have demonstrated the ability to work cooperatively and effectively with the REA members and have extensive knowledge of a variety of classroom management and instructional techniques.

2. Selection

1. Members interested in attaining the role of Resident Educator Mentor to a Resident Educator shall notify the Program Coordinator (Director of Curriculum and Instruction) by posting date located on the yearly supplemental job posting.

3. Responsibilities

1. The Resident Educator Mentor shall carry out the Resident Educator Program in conjunction with the Resident Educator rules, regulations and guidelines developed by ODE.

2. The Resident Educator Mentor shall attend all meetings scheduled for the year unless notification has been given and approved by the Program Coordinator.

3. Release time, during the workday, will be provided for observation purposes as approved by the Program Coordinator and provided to the Resident Educator Mentor and the Resident Educator. The Resident

Educator Mentor will notify the building Principal(s) of the date and time they plan to meet with the Resident Educator no less than three (3) workdays prior to the date.

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

5. The Resident Educator Mentor does not have a formal evaluative role. Any assessments that are evaluative in nature shall not be performed by the REM.

4. Compensations

Mentors will receive 3% of base for first RE mentee and 2% of base for each additional RE mentee.

D. New to District One Year Mentoring Program (MP)

1. Program Purpose

The New to District Mentoring Program is for new to the district teachers that have a professional license. Teachers in their first year at Revere Local Schools will be provided coaching, mentoring and guidance as they transition to a Revere employee.

2. Definitions

1. New to District One Year Mentoring Program A one year program created by Revere Schools and follows the first year Resident Educator timelines.

2. New to District One Year Mentor

A Mentor is a REA member who has a valid Ohio professional teaching license.

E. Resident Educator Mentor

1. Qualifications

1. The New to District Mentor must have at least five (5) years teaching experience.

2. A New to District Mentor must have demonstrated the ability to work cooperatively and effectively with the REA members and have extensive

knowledge of a variety of classroom management and instructional techniques.

2. Selection

1. Members interested in attaining the role of New to District Mentor shall notify the Program Coordinator (Director of Curriculum and Instruction) by posting date located on the yearly supplemental job posting.

3. Responsibilities

1. The New to District Mentor shall carry out the following obligations:

i. Design and coordinate yearly goals in collaboration with mentee.

ii. Meet monthly with mentee.

iii. Record dates and times of monthly meetings and submit at the end of the year to Program Coordinator.

2. New to District Mentor shall attend all district meetings scheduled for the year unless notification has been given and approved by the Program Coordinator.

3. The New to District Mentor does not have a formal evaluative role. Any assessments that are evaluative in nature shall not be performed by the MP mentor.

4. Compensation

Mentors will receive 2% of base for first New to District mentee and 1% of base for each additional New to District mentee.

## 6.07 TECHNOLOGY

Efforts will be made by the Board, the Administration, and the teachers to work through appropriate channels to improve and enhance the use of technology in the classroom by both students and teachers. If deemed appropriate, these efforts may include the placement of computer resource personnel in each building.

## 6.08 TUITION FREE

All children of REA members of the bargaining unit may attend the Revere Local Schools in grades K-12, tuition free, entering in any of the school years that this Agreement is in effect, with the following restrictions:

A. A written request for admission must be made to the Superintendent.

B. Acceptance will be based upon space available considerations. Space available will be determined by the Superintendent in consultation with the Building Administrator. This program will be limited to no more than twenty-eight (28) students at any time during this Agreement unless the cap is waived by the District. If the cap is imposed on new applicants, applicants will be chosen based upon the parent(s) continuous years of service with Revere Local Schools. If both parents are REA members, the one with the greater years of service will control for selection purposes.

C. Excess costs that are generated to educate said students shall be the responsibility of the Home District. If the student has a 504 plan or is on an IEP at the student's current district, it must be provided to the Superintendent at the time the application is submitted. Failure to do so is a basis for revocation of the student's acceptance. No student with a 504 plan or IEP shall be admitted and/or retained unless the Revere School District has program and space available and until the Home District has agreed in writing prior to August 1 to reimburse the Revere Schools for all present and future excess costs.

D. In order to be considered, a written request must be submitted between October 1 and December 15 of the school year preceding the school year for which admission is requested. A decision will be returned no later than May 1 preceding the school year of admission.

E. The "District of Residence" shall be the residence of the employee.

F. Enrollment of the student will be continuous.

G. The Superintendent's decision is final regarding all free tuition requests within the base line figures in Section 6.03, above.

## 6.09 INTENSIVE SCHEDULING

A. Each teacher assigned on a full-time basis to Revere High School shall have at least one period or equivalent of planning/professional time per day. This planning time shall be scheduled within the normal student day.

B. The Board shall provide funding so that "tutorials" may be scheduled during the morning and afternoon of each school day with prior approval by the building administration. These instructors shall be paid at the rate of .0007 times the base salary.

## 6.10 FLOATING SUBSTITUTES

The Board and the Association shall explore the concept of employing full-time substitutes.

## 6.11 TRAINING

The Board shall strive to make available the opportunity for in-service training to teachers during the regular teacher employment calendar to assist in addressing the legal and educational needs of the disabled students in a regular education classroom environment. Training scheduled outside that timeframe is voluntary on the part of the teacher.

# ARTICLE 7. EVALUATION

## 7.01 PURPOSE

A. To serve as a tool to advance the professional learning and practice of teachers individually and collectively in the District.

B. To inform instruction.

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

## 7.02 APPLICATION

A. The OTES 2.0 procedure described in this Article applies to District employees who meet one of the following categories:

1. A teacher working under a license issued under Ohio Revised Code Sections 3319.22, 3319.26 or 3319.226 who spends at least fifty percent (50%) of their time providing content-related student instruction; or

2. A teacher working under a permanent certificate issued under Ohio Revised Code 3319.222 as existed prior to September 2013 who spends at least fifty percent (50%) of their time providing content-related student instruction; or

3. A teacher working under a permanent certificate issued under Ohio Revised Code 3319.222 as it existed prior to September 2006 who spends at least fifty percent (50%) of their time providing content-related student instruction; or

4. A teacher working under a permit issued under Ohio Revised Code 3319.301 who spends at least fifty percent (50%) of their time providing content-related student instruction.

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

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

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

3. Is participating in the teacher residency program established by Ohio Revised Code 3319.223 so long as the teacher, for the first time, takes at least half of the performance-based assessments prescribed by the State Board of Education for resident educators.

4. Currently works as a substitute teacher or instructor of adult education.

C. Teachers not subject to the Ohio Teacher Evaluation System (OTES) shall be evaluated under the OTES 2.0 timeline but will utilize the rubric that reflects their job duties.

## 7.03 DEFINITIONS

A. Credentialed Evaluator

Evaluations will be conducted by persons holding evaluator credentials established by the Ohio Department of Education.

Evaluators must complete state-sponsored evaluation training and pass the online credentialing assessment.

Staff members will be evaluated by their building administrators or central office administrator.

B. Core Subject Area

Core Subject Area means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history, and geography.

C. Days

"Days" for the purpose of the OTES 2.0 procedure shall mean school days and not calendar days.

D. Effectiveness Rating

Teachers are assigned an effectiveness rating of Accomplished, Skilled, Developing, or Ineffective. An effectiveness rating is based on the following two categories: (1) Teacher performance and (2) Student Growth Measures. Fifty percent (50%) of the evaluation will be attributed to teacher performance, and fifty percent (50%) will be attributed to measures of student growth.

E. Evaluation Instruments: The forms used by the teacher's evaluator: are attached to this agreement.

Appendix B Evaluation Timeline
Appendix C Teacher Performance Evaluation Rubrics
Appendix D-1 Speech and Language Pathologist Performance Evaluation Rubric
Appendix D-2 Guidance Counselor Performance Evaluation Rubric
Appendix D-3 School Psychologist Performance Evaluation Rubric
Appendix D-4 Media Specialist Performance Evaluation Rubric
Appendix E Informal Observation (Walkthrough)
Appendix F Final Summative Rating of Teacher Effectiveness
Appendix G Professional Growth Plan
Appendix H Improvement Plan
Appendix I Final Summative Rating Framework

F. Value-Added

Value-Added refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on state issued standardized assessments.

G. Vendor Assessment

Vendor Assessment refers to student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally-recognized standardized assessment, industry certification exams, or end-of-course examinations for grade level and subjects.

H. Evaluation Cycle

The period from the establishment of a professional growth or improvement plan through the issuance of a summative evaluation rating, in the year in which an evaluation rating is required by this contract or Ohio Revised Code.

I. Evaluation Factors

The walkthrough(s), observation(s), and other components required by Ohio Revised Code to be used in the teacher evaluation procedure.

J. Evaluation Framework

The document created and approved by the ODE that establishes the Standards-Based evaluation of teachers in accordance with Ohio Revised Code 3319.111(A).

K. Evaluation Procedure

The procedural requirements set forth in this agreement which conform with and provide specificity to the statutory obligations established by Ohio Revised Code 3319.111 and 3319.112.

L. Evaluation Rating

The final summative evaluation level that is assigned to a teacher based on the holistic review of all Evaluation Factors, observed during the Evaluation Cycle. The rating shall be "accomplished," "skilled," "developing," or "ineffective."

M. Evidence

Information collected by the evaluator and/or information provided to the credentialed evaluator by the teacher, to support and inform the accurate reflection of the Evaluation Factors. Examples include, but are not limited to, student information affecting educational progress, student interest or learning style surveys, newsletters, classroom rules, lesson plans, student portfolios, summative assessment and student work samples.

N. High Quality Student Data (HQSD)

Quantitative information, derived from instrument(s) rigorously reviewed and approved by locally determined education experts, which provides evidence of student learning that can be directly attributed to the teacher being evaluated.

O. Improvement Plan

A detailed, written plan by the evaluator, utilized when a teacher receives an Evaluation Rating of ineffective. Districts also have discretion to place any teacher on an improvement Plan at any time based on deficiencies in any individual component of the evaluation system. The approved form for the Improvement Plan is attached to this agreement as Appendix H.

P. Ohio Evaluation System (OhioES)

The electronic system used by the District to report aggregate, summative teacher evaluation ratings to the Ohio Department of Education (ODE).

Q. Ohio Teacher Evaluation System (OTES)

The teacher evaluation system required by Ohio Revised Code 3319.111 and 3319.112.

R. Professional Growth Plan

A written plan, self-directed or jointly developed between the teacher and evaluator designed for the sole purpose of continuing teacher growth focus on areas identified in the teacher's observations and/or evaluation. The approved form for the Professional Growth Plan is attached to this agreement as Appendix G.

S. Teacher of Record: A teacher who is:

Responsible for assigning the grade to the student or is responsible for the daily instruction of a specific student: and,

Required to have the proper certification and/or licensure to teach the subject/grade level for which that person has been designated "teacher(s) of record"; and,

Responsible for at least fifty percent (50%) of a student's scheduled and attended instructional time within a given subject or course.

T. Teacher Performance

The assessment of a teacher, during the evaluation cycle, which is based upon the educator professional standards, and reported using the rubric contained in Appendix C of the agreement.

## 7.04 EVALUATION POLICY CONSULTATION COMMITTEE

An Evaluation Committee will meet at least annually in May to make recommendations to the evaluation process based on information reported to the Committee by teachers and evaluators. The Evaluation Committee will be comprised of administrators appointed by the Superintendent and REA members appointed by the Association. The committee shall be advisory only. Any recommended changes by the committee to the evaluation procedure shall be subject to ratification by the Association and Board approval.

## 7.05 EVALUATORS

A. Each evaluator shall be an employee of the Revere Local School District employed under a full-time contract pursuant to sections 3319.01 or 3319.02 of Ohio Revised Code, must hold at least one (1) administrator certificate/license under section 3319.22 of Ohio Revised Code and shall be credentialed at the time of any walkthrough, observation, or evaluation.

B. A teacher's evaluator shall be assigned, and the teacher shall be notified of the assignment in writing, no later than September 15, or in the case of a new teacher, within thirty (30) days of the first day employed.

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

1. For those teachers with an evaluation rating of developing or ineffective on their most recent evaluation, the evaluator for the teacher shall be assigned to the teacher.

2. For those teachers with an evaluation rating of skilled on their most recent evaluation, the teacher shall have an opportunity to give input on the selection of their desired evaluator for that school year.

3. For those teachers with an evaluation rating of accomplished on their most recent evaluation, the teacher shall select their evaluator no later than the first student day in the year of their evaluation cycle and notify the building principal of said selection.

4. In the event a teacher performs work under more than one (1) administrator, only one (1) administrator shall be designated as the evaluating administrator. Where a teacher is split among buildings, the formal observations shall be split so that the teacher will be observed by a credentialed evaluator.

5. Should an unforeseen emergency arise (such as a long-term absence or leave by the evaluator), a new evaluator must be chosen in consultation with the teacher.

6. If a teacher believes that their evaluator has discriminated against the teacher, made false claims against the teacher, or the evaluator received an ineffective rating on their most recent evaluation, the teacher may request that a member appointed by the REA president and an administrator appointed by the Superintendent/designee review the claim and determine whether an new evaluator should be appointed to replace the questioned evaluator. If it is determined a new evaluator should be appointed, the review members will select the evaluator.

D. In assessing a teacher's performance, evaluators shall not make judgements, or otherwise discriminate, based on a teacher's age, length of service, gender, gender identity, gender expression, race, ethnicity, national origin, religion, sexual orientation, marital status, military status disability, union membership, or union activism.

## 7.06 EVALUATION PROCEDURES

A. Schedule of Evaluation

1. No teacher shall be subject to more than one (1) Evaluation Cycle per school year.

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

B. Self-Assessment

Teachers may complete a self-assessment form to identify strengths and areas for growth. Completion of the self-assessment is optional and within the teacher's discretion to share the form with his or her credentialed evaluator.

C. Criteria for Performance Assessment

1. A teacher's performance shall be based on the Ohio Educator Standards (or aligned standards) and rubrics for teaching and the criteria set forth in the evaluation instrument included as Appendix C of this contract.

2. Teacher Performance shall be based on the evidence provided by the teacher and on formal observations and walkthroughs by the teacher's assigned evaluator.

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

4. No misleading, inaccurate, untimely, undocumented, or unsubstantiated information may become part of a teacher's performance assessment. All results and conclusions of performance assessments shall be documented and supported by evidence collected by the evaluator.

5. In implementing performance assessments, the District shall conduct all assessments so as to observe the legal and constitutional rights of teachers; and no teacher performance information shall be collected by video or audio devices without the written consent of the teacher being evaluated.

6. The District will not use video/audio evidence submitted to the ODE by the Resident Educator as evidence to assess teaching performance.

7. No teacher shall be required to complete a self-assessment (e.g. OTES Self-Assessment Form).

Evaluation Timeline (Appendix B):

Round I (Sept 15-Jan 15)

Sept. 15-Jan 1 Walkthroughs and Pre-Conference
Oct. 1-Jan 1 Formal Holistic Observations begin

Round 2 (Jan 15- April 30)

Jan. 15-April 30 Pre-Conference (optional), Walkthroughs and Formal Focused Observations

1. The Full evaluation cycle will consist of the following:

   Professional growth or improvement plan;
   A Formal Holistic Observation;
   Classroom Walkthroughs;
   Formal Focused Observation –Emphasis on Focus Areas(s);
   Final summative conference.

2. A teacher who receives a rating of "Accomplished" on their most recent evaluation shall be evaluated every third school year, so long as the teacher submits a self-directed professional growth plan to the evaluator that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the teacher is making progress on that plan. A teacher who has been granted a continuing contract by the Board of Education and who receives a rating of "Skilled" on their most recent evaluation shall be fully evaluated every two (2) school years, so long as the teacher submits a jointly-developed professional growth plan to the evaluator that focuses on specific areas identified in the observations and evaluation and the evaluator determines that the teacher is making progress on that plan.

3. During the years teachers are on the Less Frequent Evaluation Cycle, the following are required:

   Professional growth plan by the first Monday in October;

   One observation (Observation should be a minimum of 10 minutes and not exceed 30 minutes);

   One conference with discussion of progress on their PGP. Evaluator determines whether the teacher is making progress on their Professional Growth Plan to continue the less-frequent evaluation cycle.

4. The evaluation shall be completed no later than May 1. No later than May *10*, the evaluator will hold a final summative evaluation meeting to provide Ohio Evaluation System (OhioES) ratings. The teacher shall receive a written report of the results of the evaluation by May 10th.

Observations

1. A formal observation shall last a minimum of thirty (30) continuous minutes.

2. Essential Components of Full Evaluations:

   - Professional Growth or Improvement Plan

- One Formal Holistic Observation of at least 30 minutes followed by a conference;

- Walkthroughs-at least two, with an emphasis on identified focus area(s) when applicable;

- One Formal Focused Observation-with an emphasis on identified focus area(s);

3. One Final Summative Conference

4. Observations will not be conducted on the day before or after Winter break and Spring break, on the day after an absence due to an extended illness of more than five (5) days, on staff development release time days, on the first or last day of a grading period, or on the day of the Halloween party, Winter Holiday party, or Valentine's Day party.

5. A post-observation conference shall be held no later than ten (10) school days after the first observation. If unforeseen circumstances require the conference to be held later, it will be rescheduled for a mutually-agreeable date.

6. Teachers shall be given the opportunity to provide evidence, which must be utilized to inform the evaluator's rating in all areas of the observation and shall include a discussion of the progress being made on the teacher's professional growth or improvement plan.

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

8. If after the first or second formal observation, a teacher's performance is found deficient to the extent that adverse personnel action may result, a minimum of one (1) additional observation shall be scheduled.

9. A teacher may request a formal observation at any time in addition to those required by this procedure.

10. At least one (1) formal observation shall be announced. Any necessary rescheduling of an observation date/time shall be mutually agreed upon in writing.

Walkthroughs

1. A walkthrough is a formative assessment process that focuses on the Standards for Ohio Educators and rubrics approved for teacher evaluation.

2. Walkthroughs shall be minimum of ten (10) minutes and a maximum of thirty (*30)* minutes and should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

3. Walkthroughs will not be conducted on the day before or after Winter break and Spring break, on the day after an absence due to an extended illness of more than five (5) days, on staff development release time days, on the first or last day of a grading period, or on the day of the Halloween party, Winter Holiday party, or Valentine's Day party.

4. Written comments will be shared with the teacher within three (3) student days of the observation.

5. At the request of the teacher, a formal debriefing shall occur no later than three (3) student days after the walkthrough to discuss observations of the evaluator.

6. Teachers may request a walkthrough at any time.

High Quality Student Data (HQSD)

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

District HQSD Review Committee

1. A District HQSD Committee will be formed. The District HQSD Committee will be comprised of administrators and teacher representatives. Teacher representatives will be appointed by the Association. The District HQSD Committee will develop guidelines for submission and approval of HQSDs. All decisions of each HQSD Committee will be reached by consensus.

Finalization of Evaluation

Written Report

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

The teacher shall have the right to make a written response and to have it attached prior to its being placed in the teacher's personnel file. A copy of the evaluation report, signed by both parties, (or electronically pinned), shall be provided to the teacher.

Completion of the Evaluation Cycle

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

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

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

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

## 7.07 PROFESSIONAL GROWTH PLANS AND PROFESSIONAL IMPROVEMENT PLANS

A. Professional Growth Plans and Improvement Plans (Appendix G & H) shall be developed as follows:

1. Teachers whose evaluation rating is accomplished shall develop a self-directed plan for continuing professional growth and may choose the credentialed evaluator for their next evaluation cycle as set forth in this agreement.

2. Teachers whose performance rating indicates is skilled will develop a professional growth plan collaboratively with their credentialed evaluator for their next evaluation cycle as set forth in this agreement.

3. Teachers whose evaluation rating is developing shall be guided by the assigned evaluator in developing a PGP, pursuant to the terms of this agreement.

4. Teachers whose evaluation rating is ineffective shall be placed on an Improvement Plan developed by the evaluator pursuant to the terms of this agreement.

5. If a teacher and evaluator are unable to agree on the evaluator's expectations for the Improvement plan, the teacher may request a mutually-agreed upon staff member of the District to facilitate further discussion between the teacher and the evaluator toward development of the Improvement Plan.

B. The Ohio Teacher Evaluation System 2.0 calls for an educator who has a Final Holistic Rating of Ineffective to be placed on a written Improvement Plan. However, districts have discretion to place any teacher on an Improvement Plan at any time based on any individual deficiency in the evaluation system. The purpose of an Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take the corrective actions within the time specified in the Improvement Plan, the evaluator may make a recommendation whether to dismiss the teacher or continue the plan.

When an administrator initiates an Improvement Plan, they must:

- Identify, in writing, the specific area(s) for improvement, aligned to the Ohio Standards for the Teaching Profession;
- Specify, in writing, the level of performance the teacher is expected to reach and a reasonable timeframe to correct the deficiencies;
- Develop and implement a written plan for improvement that will be initiated immediately and include available resources and assistance;
- Determine additional education or professional development the teacher needs to improve in the identified area(s); and
- Gather evidence of progress or lack of progress.

C. The purpose of an Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. Goals for the improvement plan should reflect this in both depth and breadth.

## 7.08 ORIENTATION AND PROFESSIONAL DEVELOPMENT

A. Professional Development

1. The Board shall meet the requirements of Ohio Revised Code 3319.112(A)(8)(9) to provide professional development and sufficient resources to support the professional learning required by this agreement. All professional development will align with the Ohio Professional Development Standards.

2. No later than September 15 of each year, the Board shall provide training on the components of the teacher evaluation procedure, including the calibration of evaluation ratings, the evaluation Standards of Ohio Educators, rubrics, tools, processes, methodology, and the use of HQSD.

3. Evaluators

a. Before beginning the evaluation process for any member of the bargaining unit, the assigned evaluator shall be required to have

successfully completed the state-mandated evaluator credentialing or recredentialing training and have passed said assessment.

b. The evaluators shall be given written instructions on the purpose, mechanics, and dimensions of the evaluation procedures.

c. Written instructions for evaluators shall be supplemented by specific group evaluation instrument training to familiarize evaluators with the process and instrument to assess teacher performance.

## 7.09 APPEALS

The evaluation portions of this Article shall not be grievable past Step Four of the procedure. Procedural aspects of Article 7 shall be subject to all steps of the grievance procedure. An arbitrator shall have the right to order reemployment only, if there are procedural errors. The determination whether to reemploy or not reemploy a teacher shall be solely the Board's determination. An arbitrator shall have no right to invalidate the Board's decision to reemploy even though the Board's decision was not warranted in the opinion of the arbitrator, by the results of any evaluation.

## 7.10 INTENT

It is the intention of the parties that the provisions of this Article shall supersede all provisions of Ohio Revised Code 3319.111 and all provisions of 3319.11inconsistent with this Article.

## 7.11 EVALUATION OF SUPPORT STAFF

A. Purpose

All support staff in this bargaining unit will be evaluated in writing by the Principal or Assistant Principal. The employee shall be notified the first week of their work year whether they will be evaluated by the Principal or Assistant Principal. If an employee works in more than one (1) building, they will be notified which Principal/Assistant Principal will be the evaluator for that year.

It is the intent of these evaluations to provide each classified member of the bargaining unit with an ongoing evaluation in order to assess an employee's work performance; to assist the employee to achieve greater effectiveness in the performance of their work environment; to constitute basis for personnel decisions; and provide a written plan of improvement when deficiencies are noted.

B. Form

The written evaluation shall be on an evaluation form found in Appendix J.

C. Schedule

1. Employees with one (1) year or less of service shall be evaluated once by October 31, once by January 31, and a third time by May 31.

2. During an employee's second and third year of employment, the employee shall be evaluated not more than twice per year, once by January 31 and a second time by May 31.

3. Employees on continuing contracts shall be evaluated once a year by May 31.

D. Conference

The completed written evaluation forms will be reviewed in a conference with the member of the bargaining unit and the evaluator. In this conference the member of the bargaining unit performance strengths and specific performance deficiencies, if any, will be acknowledged. The evaluation forms will be signed by each acknowledging the review and indicating the employee has received a copy.

E. Deficiencies

In conjunction with the members of the bargaining unit evaluation which identifies deficiencies, a program shall be developed, if necessary, by the evaluator to address any specific problems related to the members' of the bargaining unit performance. This improvement program shall clearly identify the deficiencies with a specific recommendation for improvement and the means by which the employee may obtain assistance in making such improvements. This improvement program will also have a reasonable specified time schedule to permit the opportunity for the members' of the bargaining unit to improve their job performance.

F. Response

The member of the bargaining unit shall have the right to make a written response to the evaluation and to have it attached to the evaluation report to be placed in the employee's personnel file.

## ARTICLE 8. DISCIPLINE AND DISCHARGE

### 8.01 TEACHER DISCIPLINE AND DISCHARGE

A. A teacher shall be entitled, upon their request, to have present a person of their choice when the teacher is notified that they will be required to attend a disciplinary interview which may result in disciplinary action. The request for such a person shall not delay proceedings for more than one (1) school day. The Principal may also request the presence of a representative at the meeting.

B. Section A shall be inapplicable to informal contacts or counseling between Principals and teachers, where Principals bring disciplinary concerns to the teacher's attention.

C. Member of the bargaining unit may be disciplined or discharged for just cause. Such discipline may be appealed, other than termination, through the grievance procedures outlined in this agreement. Termination of employment shall be governed by Ohio Revised Code 3319.16.

D. During an investigation by the administration an employee may be placed on a leave, which shall be paid up to the recommendation by the Superintendent to the Board of Education for termination. After the recommendation by the Superintendent to the Board of Education, Ohio Revised Code 3319.16 shall prevail.

## 8.02 SUPPORT STAFF DISCIPLINE AND DISCHARGE

A. Support staff bargaining unit employees may be suspended or discharged in accordance with Ohio Revised Code 3319.081.

B. Support staff bargaining unit employees may be subject to progressive discipline for situation of a degree not rising to the level of suspension or termination. In these situations, the discipline shall be for just cause and may include verbal or written reprimands. Such discipline may be appealed through the grievance procedures outlined in this agreement.

C. The support staff member of the bargaining unit and the Association President shall receive at least forty-eight (48) hours' notice of any disciplinary hearing and the employee shall be entitled to representation. In the event an incident is of a nature so egregious as to endanger the safety of students or staff, the hearing may be held in less than forty-eight (48) hours.

# ARTICLE 9. PERSONNEL FILES

## 9.01 OFFICIAL FILE

The personnel file for each member of the bargaining unit shall be maintained by the Board. This shall be considered the only official file and shall be confidential to the extent permitted by law.

## 9.02 CONTENTS

Copies of items included in the personnel file shall be dated and initialed by the Administrator placing said information in the file. Items pertaining to initial employment, letter of reference, recommendations shall not be retained in the personnel files or maintained by the Board of Education for more than one (1) year. This does not apply to the initial application and transcripts from institutions of higher learning.

A copy of any material which could adversely affect a member of the bargaining unit's employment status which is placed in the member of the bargaining unit's file shall be given to the member of the bargaining unit either prior to or at the time it is entered into

the file. A member of the bargaining unit shall be entitled to have included in their personnel file, a statement of their position on the disputed information.

When there is a written complaint against a member of the bargaining unit, that member of the bargaining unit will receive a signed copy of the complaint. If an Administrator feels a meeting to discuss the charge or complaint is warranted, they shall schedule a meeting within five (5) days after the member's receipt of their copy of the charge or complaint.

If, in the judgment of the Administrator, the written charge or complaint is not to be made a matter of record, no written entry shall be placed in the member of the bargaining unit's file.

## 9.03 ACCESS

A. Upon arranging a time with the Office of the Superintendent, a member of the bargaining unit has a right to review all items in their file except those items pertaining to conditions of initial employment and letters of reference and recommendation. The inspection will take place within five (5) working days of receipt of the written or oral request for review.

B. A representative of a member of the bargaining unit shall be given access to the file of said staff member, upon presentation of written authorization from the staff member, including the signature of said member of the staff.

C. Members of the Administration authorized to use the personnel files shall be limited to those Administrators who have responsibilities directly related to the member of the staff concerned.

D. The inspection shall be of a length determined by the member of the bargaining unit but no more than one (1) hour in duration.

## 9.04 REMOVAL OF MATERIALS

Information in the personnel file may be removed upon the mutual agreement of the staff member and the Administrator making the entry, or the Superintendent.

## 9.05 CONFIDENTIALITY

Information contained in the personnel file is a public record. In the event a member of the bargaining unit member's personnel file is requested, the member of the bargaining unit shall be given notice and twenty-four (24) hours to review their file. The member of the bargaining unit also has the right to be present while their file is being reviewed by the requesting party.

## ARTICLE 10. VACANCY, TRANSFER, PROMOTION AND ASSIGNMENT

### 10.01 VACANCY

A "vacancy" is defined as a job opening within the bargaining unit which the Board of Education determines to fill.

### 10.02 TRANSFER

A "transfer" shall be defined as any inter-building change or intra-building change which results in reassignment or modification of more than fifty percent (50%) of a teacher's presently assigned duties.

### 10.03 POSTING OF VACANCY

A. Upon occurrence of a job vacancy, during the school year, a notice of such position along with its requirements will be posted on the District's website and e-mail at the same time the notice is given outside the School District. During vacation periods, notices shall be accomplished by e-mail.

B. In order to provide existing teachers with the opportunity to apply for full-time vacancies to be filled the following school year, members of the existing certificated/licensed staff shall have five (5) working days from the date of the notice to apply for vacancies occurring during the regular school year and two (2) weeks to apply for vacancies occurring in the summer, unless the circumstances existing at the time of the occurrence of the vacancy make it essential to fill the vacancy prior to the lapse of the time specified herein.

C. Teachers applying for vacancies in a building other than their current assignment or in their assigned building may be called upon to update their credentials and may be called upon to meet with the Superintendent designee and/or the Building Principal for the purpose of their consideration for the position. Unless the new assignment is extremely different from the teacher's current duties (i.e. Third Grade to H.S. Math, H.S. Science to Second Grade), these meetings shall not include teacher demonstrations and/or structured interviews for tenured teachers or full-time teachers with five (5) or more years' experience in the Revere District.

D. During vacation periods, all notices will be made by e-mail only.

E. Any vacancy that occurs as a result of a resignation submitted between July 10th and the beginning of the school year may be opened to outside applicants at the time of notification to staff.

### 10.04 TEACHER ASSIGNMENT

A. All members of the certificated/licensed staff shall be afforded the opportunity to consult with the Superintendent with regard to assignment preference for the forthcoming school year, prior to June 1 of the current school year. Teachers

requesting a change of assignment shall be notified in writing by the last teacher workday in the school year if the change is not granted and the reason(s) specified. Teachers requesting a change of assignment to fill a vacancy occurring after June 1 shall be notified in writing within ten (10) calendar days after the request regarding its disposition.

B. All teachers shall be given written notice of their tentative instructional assignment for the forthcoming school year not later than the preceding first (1st) day of June. No change in such assignments (building, subject, or grade) shall be made unless necessary and until the teacher involved is consulted and given the reason(s) in writing for such change. If after July 10, the change in such assignment is necessary and is established without the consent of the teacher, that teacher shall have the right to resign the contract of employment without punitive action being taken by the Board.

C. If an involuntary transfer occurs due to enrollment, the Board will first ask for volunteers to fill the vacancy. If there are no volunteers, the teacher holding a limited contract with the least seniority will be assigned provided that they are licensed for the vacant position. If no teacher holding a limited contract can be found to fill the position, then the teacher on a continuing contract with the least seniority will be assigned provided they are licensed for the position. No teacher shall be involuntarily transferred two (2) years in a row and no more than two (2) times in a five (5) year period.

## 10.05 SUPPORT STAFF

A. Support Staff Vacancies

1. All support staff vacancies within the scope of the support staff classified bargaining unit will be posted on the District's website and via e-mail. Existing classified members of the bargaining unit shall have six (6) working days and ten (10) working days during breaks and summer) from the date of the notice to apply in writing to the Superintendent for the position vacancy. An interview with the Superintendent or the position supervisor may be required for a requested reassignment.

2. The position shall be awarded to the most qualified member of the bargaining unit. In the event the qualifications are relatively equal, the position shall be awarded to the most senior applicant who meets the qualifications for the position. In determining qualifications, the following factors will be considered: (1) meets the requirements of the job posting; (2) currently holds a position within the job title or has previous experience in a position with a similar job title; (3) have satisfactory evaluation performed within the District; (4) review discipline, if any, in the personnel file that is less than five (5) years old and; (5) has additional training and/or skills relevant to the posted

position. If there are no qualified internal applicants following this process, the position may be awarded to an outside applicant.

B. Support Staff Transfer

A support staff member may be transferred within their classification to another building due to the building closure or the elimination of program. ("Elimination of need" is defined as the transfer or withdrawal of a specific student(s) program to whom the assistant was assigned.) The member of the bargaining unit shall have the first opportunity to return to the original assignment at such time as it may become available and is posted in accordance with the support staff vacancy policy.

C. Support Staff Assignment Form

All support staff classified members of the bargaining unit will receive a tentative assignment form by July 1st for the next school year.

## ARTICLE 11. LEAVES OF ABSENCE

### 11.01 SICK LEAVE

A. Sick Leave shall accumulate on the basis of one and one-quarter (1 1/4) days for each complete month of service up to fifteen (15) days per year. Unused Sick Leave shall accumulate to a total of three hundred forty days (340) days.

B. An employee shall be paid for acceptable reasons for absence to the extent of their accumulated leave.

Acceptable reasons for leave with pay are personal illness, pregnancy, 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". For purposes of illness or injury, the immediate family shall be interpreted to mean parents, parents-in-law, siblings, spouse, children, or other individual in the same household who clearly stands in the same relationship with the member of the bargaining unit as any of these. For purposes of death, the "immediate family" shall be interpreted to mean parents, parents-in-law, sister, siblings, children, stepparent, stepchild, grandparents, grandchildren, or other individual living in the same household. The "immediate family" shall also include persons whose relationship arises from marriage to the person listed herein.

C. Leave Transfer

When a member of the bargaining unit has exhausted all of their accumulated Sick Leave, as well as advanced sick leave days and vacation (if applicable), has experienced ten (10) consecutive days of sick leave absence and additional days are still needed, then they may request that the additional days be transferred from other members of the bargaining unit with accumulated Sick Leave. The number of transferred days shall be limited to thirty (30) days per year. In no event shall this

transfer prevent a member of the bargaining unit's application for or going on disability retirement. Upon receiving such a request, the Association President shall distribute a notice (Appendix S) to all members of the bargaining unit notifying them of the request. Any employee wishing to transfer accumulated Sick Leave to the member of the bargaining unit shall submit the lower-half of form Appendix S to the Association President within five (5) days of distribution. Upon receipt of the signed form authorizing the transfer of days, the Treasurer shall be advised of to whom, from whom, and how many days are to be transferred. The Treasurer shall determine the amount of conversion. An employee transferring Sick Leave days may transfer a maximum of five (5) days and shall not be permitted to deplete their own Sick Leave accumulation below forty (40) days.

Transfer of Sick Leave to another employee shall not be considered an absence and shall not negatively impact an employee's eligibility for the attendance compensation stipend.

## 11.02 PERSONAL LEAVE

A. Paid Personal Leave will be granted up to three (3) unrestricted personal leave days during the school year. The number of personal leave days for members of the bargaining unit employed ninety-two (92) or fewer days of the school year will be one and one half (1 ½) days.

B. Personal Leave on any given workday may be denied in the event that ten percent (10%) of the members of the bargaining unit are or would be absent on the day in question. Personal leave must be requested through the District's absence management system at least five (5) work days in advance of the personal leave day. If an emergency exists that prevents the employee from requesting the leave five (5) days in advance, the employee is responsible for personally requesting to use personal leave from the Superintendent/designee.

C. Members of the bargaining unit who do not use any of their allotted personal leave shall have one and one-half (1.5) of those days converted to sick leave. Members of the bargaining unit who meet the aforementioned criteria and use less than five (5) sick leave days shall have their three (3) allotted personal leave days converted to sick leave.

## 11.03 SABBATICAL LEAVE

A. Members of the bargaining unit who have been employed in the District for at least five (5) consecutive years may apply for leave, upon proper application, for not more than one (1) school year for the purpose of professional improvement in accordance with Ohio Revised Code Section 3319.131. The following provisions shall apply with regard to processing requests for Sabbatical Leave.

1. Not more than five (5) employees may be on leave at any one time. Applications shall be processed in chronological order of submission. Seniority shall prevail in the event of ties.

2. The proposed program for leave must be approved in advance. Application, including an outline of the study program for professional improvement, must be submitted by June 1 for consideration of leave for the following year or first semester, and by January 1 for the second semester. Within thirty (30) days of request for leave, the leave shall be approved or denied with stated reason(s). This time limit may be extended by mutual agreement. A statement of achievement must be submitted at the conclusion of the leave.

3. Upon evidence that the professional growth plan has been complied with, the employee shall receive partial compensation in accord with the following restrictions:

1. The staff member must be willing to return to the employ of the School District for at least one (1) year following the leave; and

2. Compensation shall be the difference between the teacher's salary as scheduled in the District during the leave year and the amount paid -- Step 5 of the Bachelor column. Such compensation shall be paid in four (4) equal installments in the following manner:

One-fourth (1/4) to be paid September 1 and one-fourth (1/4) on February 1 of the leave year; one-fourth (1/4) on the following September 1 and the remaining one-fourth (1/4) on the following February 1 after return to school. Such pay shall not preclude acceptance of fellowships or other sources of supplemental income by the employee on leave.

3. During the period of approved Sabbatical Leave, the employee will be eligible for Medical and Life Insurance benefits as provided in this Agreement to a full-time employee. In the event that the employee fails to meet the condition of the leave, said employee shall fully reimburse the District the cost of the insurance provided under this Article.

4. Upon returning from leave, the Board will make every effort to return the employee to a comparable assignment to that held before going on a Sabbatical Leave. A returning employee shall not be entitled to advancement on the salary schedule for the period of the leave, nor shall any Sick Leave accrue during that time.

5. No employee shall be granted such leave more often than every seven (7) years, and leave will not be granted more than once to the same employee unless no other qualifying employee is awaiting a sabbatical.

## 11.04 ASSAULT LEAVE

A. A member of the bargaining unit who is required to be absent due to physical disability resulting from an assault which occurs in the course of Board

employment while on duty, or where required to be in attendance at a school sponsored function, shall be eligible to receive Assault Leave. Upon determination of eligibility by the Board, such leave shall be granted for not to exceed thirty (30) working days, upon the member delivering to the Treasurer a signed statement on forms prescribed by the Board and maintained by the Treasurer. Such statement will indicate the nature of the injury, the date of its occurrence, the identity of the individual or individuals causing the assault, the facts surrounding the assault, and the willingness of the member to participate and cooperate with the Board in pursuing legal action against the assailant or assailants. If medical attention is required, the member shall supply a certificate from a licensed physician stating the nature of the disability and its duration, and file a Workers' Compensation claim based on the injury. Full payment for Assault Leave shall not exceed the member's per diem rate of pay, exclusive of supplemental pay, and will not be approved for payment unless and until the form and certificate, as provided above, are supplied to the Board Treasurer.

The Superintendent shall grant additional days upon the written recommendation of the attending physician.

B. Falsification of either the signed statement or a physician's statement is grounds for suspension or termination of employment under Ohio Revised Code. Where the member exhausts the Assault Leave, they may use Sick Leave. If Assault Leave (provided here-in) and Sick Leave become exhausted, the member may apply for further Assault Leave. Whether such additional leave is granted shall be determined solely by the Board. Where the assaulted member becomes eligible for benefits under STRS/SERS because of any disability or because of age, or where the member's employment by this District ceases, this leave provision is no longer applied.

## 11.05 EXTENDED FAMILY ILLNESS LEAVE

A leave of absence without pay, up to one (1) year, will be granted to the member of the bargaining unit for the purpose of caring for a sick member of bargaining unit's immediate family. "Immediate family" shall be that defined in the Sick Leave provisions of this Agreement. Additional leave may be granted at the discretion of the Board. This leave and FMLA leave will be concurrent.

## 11.06 PARENTAL/ADOPTION LEAVE

A. Any member of the bargaining unit who is pregnant or is eligible for leave may elect to use up to forty-five (45) day of her accumulated Sick Leave . For the care of a spouse/partner following the birth of a baby, a member of the bargaining unit may use up to forty-five (45) days of accrued sick leave within the four weeks following the date of delivery. Parental or Adoption Leave, without pay, shall be granted at the request of the member of the bargaining unit. The following conditions shall apply:

1. When possible, requests for Parental or Adoption Leave shall he filed with the Superintendent's office at least eight (8) weeks prior to the beginning of the requested leave.

2. Requests for Adoption Leave shall be made as soon as practicable after the date of custody is established.

3. The leave shall extend through the remainder of the school contract year in which delivery occurs (or for a shorter period at the request of the member of the bargaining unit); the leave may be extended for an additional school year.

4. The Board will make every effort to return the member of the bargaining unit to a comparable assignment to that held before going on Parental Leave. A returning member of the bargaining unit shall not be entitled to advancement on the salary schedule for the period of the leave, nor shall any Sick Leave accrue during that time.

B. It is understood that the adoption of a child may entail unusual circumstances. A member adopting a child shall be eligible for a paid leave of absence up to a maximum of forty-five (45) total days, those days to be taken before and after taking custody of the child. The scheduling of the forty-five (45) days will be set up between the member of the bargaining unit and the Superintendent. The member shall provide the Superintendent with satisfactory evidence of adoption. Such paid leave will be deducted from the member's accumulation of unused sick leave with the understanding that this leave cannot be supplemented by any transfer of leave from other employees.

## 11.07 ILLNESS OR DISABILITY LEAVE

A. A leave of absence without pay, for a period of up to two (2) years, shall be granted upon medical documentation of the need thereof. This leave shall apply to those not eligible for disability under STRS/SERS.

B. When deemed appropriate by the Board, prior to placing an employee on an involuntary nonpaid leave of absence, the Board may direct the employee to participate in the Employee Assistance Program (EAP). The employee may be directed to present written certification of voluntary participation in and completion of the EAP activities as determined by the EAP provider.

C. The member of the bargaining unit may be requested by the Board or its designee to have said member of the bargaining unit's physician provide a written statement that an illness or disability does exist which will prevent the member of the bargaining unit from returning to work, and stating an estimated date of being able to return to work.

D. The Board retains the right to direct at its expense that the employee be subject to a second Board-paid job related expert examination based upon a good faith belief that the fitness certification the employee or designee submitted is insufficient.

1. If the first and second opinions (certifications) provided differ, the Board may require the employee or designee to obtain certification from a third healthcare provider, at the Board's expense. This third opinion will be final and binding on the Board and the employee.

2. The third healthcare provider must be designated or approved jointly by the Board and the employee or designee. The Board and the employee or designee must each act in good faith to attempt to reach agreement on whom to select for the third expert opinion provider.

3. If the Board does not attempt in good faith to reach agreement, the Board will be bound by the first certification.

4. If the employee or designee does not attempt in good faith to reach agreement, the employee will be bound by the second certification.

5. If the employee or designee fails to authorize their healthcare provider to release all relevant medical information pertaining to the health condition if requested by the third expert opinion healthcare provider in order to render a sufficient and complete third opinion, the Board may deny the illness or disability leave.

E. The employee's incapacity to make healthcare decisions or designee's failure to present certification of fitness as directed by the Board may cause the Board to place the employee on a nonpaid leave of absence. These provisions supersede the requirements of Ohio Revised Code 3319.16.

F. If a member of the bargaining unit has been granted a leave of absence without pay for less than two (2) years and requests an extension of that leave of absence without pay, a new statement from a physician must be submitted no later than thirty (30) calendar days prior to the expiration of the original leave of absence without pay.

## 11.08 REINSTATEMENT FROM LEAVE

For employees on Extended Family Illness Leave, Maternity/Adoption/Paternity Leave, or Illness or Disability Leave, requests for reinstatement shall be directed to the Superintendent's office not later than April 5 of the school year preceding reinstatement. If the notification is not received by April 5, the member of the bargaining unit will be deemed to terminate their employment and waive any rights to reinstatement.

## 11.09 ASSOCIATION LEAVE

The Association shall be granted a total of eight (8) days per school year, with pay, for attendance at Association related activities. Such leave shall be granted upon written

application made not less than five (5) work days in advance to the Superintendent except in situations where notice is not possible.

## 11.10 OTHER LEAVES

Other leaves of absence without pay may be granted at the discretion of the Board of Education.

## 11.11 BENEFITS WHILE ON LEAVE

Except as specified by law in the Family and Medical Leave Act, no benefits that incur an expense to the Board of Education will be granted to a member of the bargaining unit while on a leave of absence without pay. Provided that the benefit carrier permits, *the* member of the bargaining unit on approved leaves of absence without pay may elect to continue in Board approved group benefit plans under the governing laws and eligibility provisions of COBRA.

## 11.12 PROFESSIONAL LEAVE

Professional Leave of absence may be granted to current full-time annually contracted staff for the purpose of attending member of the bargaining unit recognition programs, student competitions, workshops, or other professional meetings each year. The Board will pay prior-approved and receipted expenses (including such things as fees, meals, lodging and transportation) incurred by member of the bargaining unit who attend workshops, seminars, conferences, or other professional improvement sessions at the request and/or with the advance approval of the Superintendent for the particular purpose of professional improvement to the school system and/or to the individual participating. Such authorization for attendance shall be upon approval by the Superintendent of Schools. The member of the bargaining unit shall receive a salary for those days they are absent from their assignment for such Professional Leave.

## 11.13 JOB SHARING

*See Appendix Q.

## 11.14 MILITARY LEAVE

The Board shall follow the provisions of Revised Code Section 5923.05.

## 11.15 COMPULSORY LEAVE

A. Release time shall be granted when a member of the bargaining unit must perform jury duty. On those days that the member of the bargaining unit is not required to serve on jury duty, they shall report to their duties.

B. Release time will be provided for a member of the bargaining unit who is subpoenaed as a witness in a matter provided their testimony is directly related to the performance of the duties of a teacher or support staff in the Revere Schools.

C. Jury duty and witness fees and any other compensation received, if any, shall be retained by the member of the bargaining unit in order to defray their costs associated with serving on jury duty or appearing as a witness.

## ARTICLE 12. PAY PRACTICES

### 12.01 SALARY PLACEMENT AND ADJUSTMENT: CERTIFIED STAFF

A. Teachers shall be properly placed on the salary schedule according to their years of teaching credit as defined by Section 3317.13 of the Ohio Revised Code, which provides in part as follows:

1. All years of teaching services in the same school district regardless of training level, with each year consisting of at least one hundred twenty (120) days. Effective with the 2015-2016 school year, teachers shall be eligible to advance one step on the salary schedule per school year. However, there shall not be any restoration of step movement for prior years in which step movement was frozen.

2. Subject to the foregoing, all years of teaching service as a teacher, up to a minimum of ten (10) years, in a chartered, nonpublic school located in Ohio or another public school in Ohio regardless of training level, with each year consisting of at least one hundred twenty (120) days under a teacher's contract. For such service with Ohio charter and nonpublic schools to be recognized, the school(s) must have an IRIS number and be listed in the ODE directory.

3. All years of active military service in the Armed Forces of the United States, to a maximum of five (5) years.

B. Each certified employee must apply for reclassification and must have on file with the Superintendent, an official transcript reflecting additional training on or before September 15 of the year in which reclassification credit on the salary schedule is sought. Where for reasons beyond the control of the employee the official transcript is not available, supporting verification from the university granting the additional training must be on file on or before October 15. Credits earned after the beginning of the school year, prior to February 15, shall be recognized on a prorated basis beginning the second half of the school year — 92 days, provided supporting verification from the university is supplied by the teacher.

### 12.02 PAY DATES

A. Effective September 1, 2022, salaries shall be paid by the Treasurer in twenty-four (24) installments annually. Paychecks will be direct deposited on the fifth ($5^{th}$) and twentieth ($20^{th}$) of each month. If the payment occurs on a day when the Treasurer's office is closed, the Board will submit such pay to the member on the last banking day prior to the pay day.

B. Direct Deposit

All paychecks shall be by direct deposit.

## 12.03 SEVERANCE PAY

A. Upon retirement, as hereinafter defined, following ten (10) years of service in the School District, a member of the bargaining unit shall be entitled to be paid a sum equal to one-fourth (1/4) of their total accumulated and unused Sick Leave at the time of their retirement, up to a maximum of sixty-seven (67) days. Such payment shall be based upon the employee's daily rate of pay at the time of retirement.

B. "Retirement" shall be defined to mean eligibility for and application to the State Teachers Retirement System (STRS) or State Employees Retirement System (SERS) for retirement benefits.

C. Severance pay benefits for a member of the bargaining unit eligible for benefits under this Section who dies while on active status, or on approved leave of absence, shall be paid to the member's Life Insurance beneficiary.

D. The member of the bargaining unit shall have up to one (1) year following separation from service with the District to apply for and receive severance pay.

E. No STRS/SERS deductions shall be withheld from the severance pay; and the acceptance of severance pay shall eliminate all Sick Leave pay credit accrued by the member of the bargaining unit up to that time, and such credit may not be transferred to any other institution. Severance pay is subject to all local, state and federal taxation.

F. Federal tax law as interpreted by the Board of Education shall govern requests to apply severance payment benefits to a new or existing tax-sheltered annuity.

## 12.04 RETIREMENT BENEFIT: CERTIFIED AND CLASSIFIED STAFF

A. Employees meeting the requirements as hereinafter set forth and who retire in the first year that they are eligible to retire under the STRS/SERS rules for an actuarially reduced benefit as defined by STRS/SERS rules as amended from time to time shall receive a retirement benefit of Ten Thousand Dollars ($10,000) for certified employees and Seven Thousand Dollars ($7,000) for support staff or Four Thousand Dollars ($4,000) for certified employees and Three Thousand Dollars ($3,000) for support staff in any other year when they retire in accordance with the following:

B. Eligibility Requirements For Participation

1. The employee shall, at the time of application for participation in said Retirement Benefit, be serving in a regular full-time contractual position as a member of the bargaining unit.

2. The employee shall have at least fifteen (15) years of service with the Revere Local School District at the time of retirement under the terms of this Benefit. The employee's last school year prior to retirement will be called "the retirement year." The employee must complete their contract year through May.

3. The employee shall be eligible on or before August 31 of the retirement year for retirement by age and/or service under the STRS/SERS.

4. The employee shall submit, by April 1 of the retirement year, a written statement to the Superintendent announcing their intent to retire no later than September 1 of the retirement year. The statement shall include the effective date of retirement and shall serve as the employee's resignation effective on the date of retirement.

C. The appropriate retirement pay will be added to the employee's severance pay. No STRS/SERS deductions will be withheld from this retirement pay. The retirement pay shall not be considered as part of the employee's salary.

**12.05 IRS SECTION 125 PLAN**

A. The Board shall institute an IRS Section 125 Plan for all interested members of the bargaining unit. The Plan will enable employees to tax shelter out-of-pocket insurance premiums, medical, child care and other qualifying expenses. Participation forms shall be supplied by the provider.

B. The Board shall bear the cost of the administration of the program.

**12.06 STRS/SERS DEDUCTION**

A. To the extent permitted by the State Teachers Retirement System Rule 3307-1-23, the School Employees Retirement System (SERS) and GAG-82-097, the Board agrees to "pick-up" all other required contributions to the State Teachers Retirement System (hereinafter "STRS") and the School Employees Retirement System (SERS) for all members of the bargaining unit as a condition of employment. The Treasurer of the Revere School District was authorized, on July 1, 1984, to remit to the STRS/SERS, in addition to the Board's required employer contribution, an amount equal to each member of the bargaining unit's contribution to the STRS/SERS in lieu of payment to such member of the bargaining unit; and that such amount remitted by the Board on behalf of the member of the bargaining unit shall be treated as a mandatory salary reduction from the contract salary otherwise payable to such member of the bargaining unit.

B. The Treasurer is directed to prepare and distribute an addendum to each member of the bargaining unit's contract, which states: (1) that the member of the bargaining unit's contract salary is being restated as consisting of (a) a cash salary component and (b) a "pick-up" component, which is equal to the amount of the member of the bargaining unit's contribution being "picked-up" by the Board on behalf of the

member of the bargaining unit; and (2) that the Board will remit to the STRS/SERS an amount equal to the member of the bargaining unit's required contribution to the STRS/SERS for the account of each member of the bargaining unit.

C. Sick Leave, vacation, supplemental, and extended service pay, and insurance benefits which are indexed to or otherwise determinable by reference to the member of the bargaining unit's rate of pay, shall be calculated upon both the cash salary component and the "pick-up" component of the member of the bargaining unit's restated salary.

D. All subsequent contracts and salary notices for these affected members of the bargaining unit be conformed to include the provisions of the addendum.

## ARTICLE 13. SALARY SCHEDULES

### 13.01 REGULAR: CERTIFICATED/LICENSED

A. The negotiated salary index, attached hereto, marked as "Appendix M" and made a part of this Agreement.

Base increase effective July 1, 2025 2.8%
Base increase effective July 1, 2026 2.9%
Base increase effective July 1, 2027 3.0%

### 13.02 REGULAR: SUPPORT STAFF

A. Effective July 1, 2025, through June 30, 2028, the support staff shall be paid in accordance with the salary schedule in Appendix P.

B. Reclassification

A secretary who is reclassified to a different secretary classification shall be placed at the pay step on the salary schedule in the new pay grade commensurate with the employee's years of service with the District.

C. The Intervention Instructional Assistant and the Library Media Assistant shall be paid on the same wage schedule, effective August 1, 2003.

### 13.03 SUPPLEMENTAL

A. The supplemental contract schedules, attached hereto, marked "Appendix R" and made a part thereof, shall become effective on the dates specified therein.

B. No member of the bargaining unit shall be required to accept a supplemental contract as a condition of employment or reemployment.

C. No member of the bargaining unit shall perform the duties normally associated with the supplemental contracts listed within this Agreement without receiving the stipulated pay for such duties.

D. Prior to the start of supplemental contracts for student activities, a plan of activities should be submitted to the Superintendent or designee. At the conclusion of the contract year, a listing of activities should be submitted to the Superintendent.

E. All supplemental contracts shall be limited contracts and shall automatically nonrenewed on a yearly basis effective with the end of the school year without the necessity of Board action.

F. In the event that existing positions are substantially altered or new positions are created, the Superintendent or designee will forward to the Association President a job description for the new or altered position along with a compensation level for such a position. The Association President will then have ten (10) days to comment upon the compensation level recommended by the Superintendent. The Superintendent's recommendation, along with any comments or recommendation from the Association President, will be submitted to the Board, which shall make the final decision regarding compensation for the new or substantially altered position. Should the Association not agree with the Board's salary decision, the Association may address the issue in accordance with Ohio Revised Code Chapter 4117. Should such negotiations produce an agreement which places the salary level of the new or altered position above that set by the Board, any such change shall be retroactive to the date of the Board's initial action.

## 13.04 CLASS SUBSTITUTION BY TEACHER

When a regular full-time teacher is required to teach or supervise a classroom during their preparation time or is required to teach or supervise an additional classroom during their classroom time, the teacher will be paid thirty-two dollars ($32.00) per normal class period. No pay will be due for substitutions of less than a normal class period.

For the purposes of this provision, a 40 to 50 minute unit of instruction at the elementary schools shall equal a normal class period.

The protocol to be followed at each building if there is no substitute teacher available, is as follows:

1. Substitute in the building with a planning period;

2. Volunteer in the building willing to give up their planning period;

3. Assign those teachers in the building available during a planning period;

4. Assign those teachers in the building in an instructional period.

5. When a SSP is required to work through their scheduled lunch due to no SSP substitute being available, the SSP shall be paid twenty seven dollars ($27.00) for the lunch period.

(See also 17.06)

### 13.05 EXTENDED TIME CONTRACT

Any teacher who has an "Extended Time Contract" to work beyond the regular school year shall be paid at a per diem rate determined by dividing the teacher's salary on the salary schedule by the number of days in the current school year.

High School Counselors – fifteen (15) days

Middle School Counselors – five (5) days

Elementary Counselors – four (4) days

School Psychologists – six (6) days

Library Media Specialists – five (5) days

Payment will be made based upon submission of documentation of the days worked to the Building Principal and approval by the Building Principal.

## ARTICLE 14. INSURANCE

### 14.01 FAMILY AND MEDICAL LEAVE CLAUSE

Where the leave provisions of this Agreement exceed requirements of the Family and Medical Leave Act, these provisions shall not be adversely affected by FMLA and shall run concurrently with FMLA.

### 14.02 LIFE INSURANCE

The Board shall provide for each member of the bargaining unit, a Fifty Thousand Dollar ($50,000) Group Term Life Insurance policy. In addition, a full-time member of the bargaining unit may purchase, at the group rate, additional Life Insurance in Five Thousand Dollar ($5,000) increments up to a maximum of Fifty-five Thousand Dollars ($55,000).

### 14.03 HEALTH INSURANCE AND PRESCRIPTION DRUG

A. The wellness program consist*s* of a combination of activities that are designed to increase awareness, assess risk, educate and promote voluntary behavior change to improve the health of an individual.

The district's objective is to encourage modifications of member health status and enhance personal well-being and productivity, with a goal of preventing injury and

illness. The employee's spouse shall also be required to participate in the wellness program on an annual basis.

The program will include the following provisions:

1. An annual voluntary onsite biometric screening or physician directed preventative exam will be provided at no cost to the employee and spouse. Onsite biometric screenings or physician directed examinations shall be conducted around the summer/fall of each calendar year. The screening shall provide (but not be limited in application and shall be determined by the District) confidential employee information in these initial six (6) key wellness categories:

Non-smoker or participation in a smoking cessation program
Low density Li-protein (LDL)/High-density Li-protein (HDL)
Total Cholesterol
Body Mass Index (BMI)
Blood Pressure (BP)
Glucose

Failure of the employee and/or spouse to participate in the Wellness Program shall result in a $50.00 per month penalty for a single plan and a $75.00 per month penalty for a family plan that will be added to the employee's monthly premium contribution.

Furthermore, the following modifications shall be effective January 1, 2027.

The Plan's network deductible shall be $300/single and $600 family for wellness participants and spouses, if applicable, who complete the process set forth in Section 14.03(A)(1). Effective January 1, 2028, the Plan's network deductible shall be $350 single/$700 family.

The Plan's non-network deductible shall be $600/single and $1200/family for wellness participants and spouses, if applicable, who complete the process set forth in Section 14.03(A)(1). Effective January 1, 2028, the Plan Non-Network deductible shall be $700 single/$1,400 family. The Plan's Non-Network deductible shall be $900 single and $1,800 family for non-wellness participants and spouses, if applicable, who do not complete the process set forth in Section 14.03(A)(1).

Any employee hired after November 1st will automatically fall into the wellness category and then will be required to do the screenings the following school year to qualify for the next calendar year.

The Summary of Benefits effective July 1, 2008 shall be modified in compliance with the carrier's standard modification procedure to include the following effective July 1, 2012:

The plan outlined Preventive care examinations, as outlined by the United States Preventive Services Task Force (USPSTF), shall be covered at 100% without any cost sharing when performed by a PPO network provider.

The following plan design changes regarding co-pay obligations shall apply on the effective date of the Agreement:

- Primary Care Physician $ 20.00
- Special Physician Care $40.00
- Emergency Room $135.00
- Urgent Care $ 40.00

Generic medications shall be covered for a $5 copayment at the re-tail level for a 30 day supply and $10 copayment through mail-order for a 90 day supply.

Preferred medications shall be covered for a $22 copayment at the retail level for a 30 day supply and $45 copayment through mail-order for a 90 day supply.

Non-preferred medications shall be covered for a $40 copayment at the retail level for a 30 day supply and $70 copayment through mail-order for a 90 day supply.

Specialty medications shall be covered for a copayment of 25% of the medication's cost up to a maximum of $150.00 per prescription.

Tele Doc shall be made available to employees and their dependents with a $20.00 co-pay.

Modifications to the existing premium sharing structure:

Effective July 1, 2021, employee contribution toward the premium cost of medical and dental insurances shall be:

Certified

- 14.5% of the total premium expense

SSP

- 10.5% of the total premium expense

Note: Maximum out of pocket is changed based upon change in deductibles.

B. For members of the bargaining unit employed on a part-time basis [less than thirty (30) hours per week] after August 1, 1992, the bargaining unit member may purchase coverage by paying District established premium rates.

C. A full-time member of the bargaining unit who elects not to be covered by the Hospital Insurance coverage provided herein, and does not elect to obtain coverage during the school year, will receive a sum payment of Three Hundred Dollars ($300.00) with the last paycheck for the school year. Members of the bargaining unit working less than full-time will receive a bonus prorated to their current time of employment. However, an employee who elects no coverage may elect to be covered during the school year, but in such event shall not be eligible for payment of any prorated payment hereunder.

D. Spousal Insurance

If a spouse of an employee covered by the Board's Hospitalization/Major Medical Insurance is employed and has access to single Hospitalization/ Major Medical coverage through their employer, the spouse shall subscribe to the coverage provided:

1. The spouse's employer does not charge the spouse a premium; or

2. The Revere Board elects to reimburse the employee on a monthly basis for the cost the spouse incurs.

Coverage provided by the spouse's employer shall be the primary coverage for the spouse and Board coverage shall be secondary. No employee or spouse shall suffer a loss of coverage or incur any cost as a result of this provision. If the coverage provided by the spouse's employer terminates for any reason outside the control of the employer or spouse, Board coverage shall immediately become primary coverage for the spouse with no loss of benefits.

If the Board has reason to believe there is noncompliance with this provision, the employee may be required to provide verification of the spouse's place of employment. There shall be communication with the employee prior to any contact with the spouse's employer and the employee shall be informed of the reason.

3. If spouses are employed by the Revere School District, the following options will apply:

1. Either spouses, but not both, may choose to be covered as an employee and include their spouse as a dependent along with any eligible dependent children.

2. Both spouses may choose to be covered as employees and, therefore, will not be eligible as dependents. Either spouse, but not both, may choose to cover their eligible dependent children.

3. No one can be covered under this Plan as both an employee and dependent.

E. The following represents the coverage and employee contributions effective July 1, 2025.

F. The parties agree that if the new healthcare program no longer provides the ability for members of the bargaining unit to earn credits to buy down the deductibles as provided July 1, 2012 (i.e., the program is discontinued), the employee premium share and deductibles will return to the 2011-2012 levels.

**Summary of Benefits, Effective 1/1/26**

| Covered Benefits | Network | Non-Network |
|---|---|---|
| **Deductible (Single/Family)**<br>(Applies only to percent (%) co-payments) | $ 300/$600<br>$350/$700 (1/1/27) | $600/$1,200<br>$700/$1,400 (1/1/27) |
| **Out-of-Pocket Maximum** (Single/Family) | $1,100 - $2,200 | $2,250/$4,500 |
| **Physician Office Services/Specialists**<br>Including Office Surgeries, allergy serum and injections<br>Allergy testing | $20/$40<br><br>20% | 20%<br><br>20% |
| **Preventive Care**<br>Medical History<br>Mammography, Pelvic Exams, Pap testing and PSA tests<br>Immunizations<br>Annual diabetic eye exam<br>Annual Vision and Hearing exams | $0 | 20% |
| **Outpatient Physical Medicine Therapies**<br>(Combined Network & Non-Network limits apply)<br>Physical/Occupational therapy: 60 visit limit<br>Spinal manipulations: 12 visit limit<br>Speech therapy: 20 visit limit | Co-payments based on place of service | Co-payments based on place of service |
| Inpatient Services<br>Unlimited days except for:<br>60 days Network/Non-Network combined for physical medicine/rehab<br>180 days Network/Non-Network combined for skilled nursing facility | 10% | 20% |
| Outpatient Surgery Hospital/Alternative Care Facility | 10% | 20% |

| Covered Benefits | Network | Non-Network |
|---|---|---|
| Other Outpatient Services<br>Hospital/Alternative Care Facility | 10% | 20% |
| Inpatient and Outpatient Professional Charges | 10% | 20% |
| Home Care Services<br>30 visits non-network limit for Home Care, excludes IV therapy | 10% | 20% |
| Hospice Services | 10% | 20% |
| **Emergency and Urgent Care:**<br><br>**Emergency Care in Emergency Room**<br>*(covers all services, copayment waived if admitted, then inpatient copayment applies)*<br>**Urgent Care Facility** | <br><br>$135<br><br>$40 | <br><br>$135<br><br>10% |
| **Ambulance Services** | 10% | 20% |
| **Maternity Services** | 10% | 20% |
| **Mental Health and Substance Abuse (limits and maximums apply)**<br><br>Inpatient: 30 Network days/10 Non-network days includes inpatient mental health Non-Network)<br>Outpatient: 50 Network visits<br>10 Non-Network mental health visits<br>Inpatient and outpatient substance abuse $550<br><br>Non-Network<br>(Substance abuse rehabilitation programs are limited to two per lifetime Network and Non-Network combined.) | <br><br>10%<br>$10<br><br>Co-payments based on place of service | <br><br>20%<br><br>Co-payments based on place of service |
| **Lifetime Maximum (Combined Network and Non-Network)** | $2 million | $2 million |
| **Human Organ and Tissue Transplants** except Kidney and Cornea transplants (see below)<br><br>A separate $1 million lifetime maximum applies | Covered in full | 50% |

| Covered Benefits | Network | Non-Network |
|---|---|---|
| (Combined Network and Non-Network) | | |
| **Medical Supplies, Equipment and Appliances** | 10% | 20% |
| **Prescription Drug Options:**<br>Network Retail Pharmacies:<br>(30-day supply) | <br><br>$5 Generic/$22 Preferred/ $40 Non-Preferred | <br><br>50% with a minimum of $30 |
| Mail Services: (90 day supply) | $10 Generic/$45 preferred/$70 Non-Preferred | Not covered |
| Specialty Drug Rider | 25% up to $150<br>Only 30-day supplies for designated drugs | Not covered |

Notes:

- All deductibles and co-payments apply toward the Out-of-Pocket Maximum (except prescription drug, human organ and tissue transplants, excluding kidney and cornea, and flat dollar co-payments for Preventive Care, Physician Office Services and Urgent Care).
- Deductible(s) apply only to covered services listed with a percentage (%) co-payment excluding prescription drugs and allergy testing (Network).
- Network and Non-network deductibles, co-payments and out-of-pocket maximums do accumulate toward each other.
- Dependent age: to the end of the calendar year in which the child attains age 19; or to the end of the calendar year in which the child attains age 26 if the child qualifies as a Federal tax exemption.
- Certain diabetic and asthmatic supplies are covered in full at network pharmacies except diabetic test strips.
- These covered services are covered in full if you have a flat dollar co-payment and if rendered without an office visit.
- Mental health/substance abuse must be authorized by the mental health administrator for services to be covered at the highest benefit level.
- Kidney and Cornea are treated the same as any other illness and subject to the medical benefits and lifetime maximum.
- Rx non-network diabetic/asthmatic supplies not covered except diabetic test strips.

**Effective July 1, 2008, the PPO Plan shall include wrap-around services as an additional benefit.**

**Pre-certification:**

- Members are encouraged to always obtain prior approval when using non-network providers. Pre-certification will help avoid any unnecessary reduction in benefits for non-covered or non-medically necessary services.

**Pre-existing Exclusion Period:**

We will not provide benefits for services, supplies or charges for any pre-existing condition for the time period specified below (subject to HIPAA portability requirements):

Timely enrollee: 12 months after the member's enrollment date

Late enrollee: 18 months after the member's enrollment date

A pre-existing condition is a condition (mental or physical) which was present and for which medical advice, diagnosis, care or treatment was recommended or received within the 6 month period ending on the member's enrollment date. Pregnancy is not considered a pre-existing condition. Genetic information may not be used as a condition in the absence of a diagnosis.

## 14.04 DENTAL PLAN

A. The Board will provide each full-time member of the bargaining unit with a Dental Plan which provides no less than the following benefits:

UCR Reimbursement

| | | |
|---|---|---|
| Class I | Preventive | 100% |
| Class II | Primary | 70% |
| Class III | Prosthetics & Restorative | 50% |

With a yearly maximum of Two Thousand Dollar ($2,000), and an individual deductible of Fifty Dollars ($50.00) and family deductible of One Hundred Dollars ($100.00); and orthodontic services at fifty percent (50%) of UCR with a Two Thousand Dollar ($2,000) lifetime maximum.

B. The premium cost for the Dental Plan will be subject to the same employee contribution rates as the Medical Plan.

## 14.05 HEALTH CARE COMMITTEE

A. There shall be a Health Care Committee comprised of at least six (6) members with two (2) members selected by the Revere Education Association (REA), two (2) members selected by the other employee organization, and two (2) members selected by the Superintendent. The maximum number of Committee members shall be determined by the Committee as initially constituted.

B. The Health Care Committee shall review and analyze all relevant health care and health insurance information that may aid in the improvement of the quality of the

health care and stabilize the cost of health insurance for the employees of the Revere Schools and the Board of Education.

C. The Health Care Committee is charged with the responsibility to explore options regarding insurance benefits and costs; research such options; and to provide information and recommendations to the bargaining representatives for the Board, the other employee organization, and the REA concerning issues related to health care, health insurance and related issues that may arise.

D. The Health Care Committee shall meet at least quarterly each school year for the purpose of reviewing the operation of the health insurance plan and exploring means of making the insurance plan more effective and efficient. The Health Care Committee shall develop its operating procedures.

E. The Health Care Committee shall adopt its operational guidelines and share those guidelines with the Board, the other employee organization, and REA. The Committee shall also amend and revise those guidelines from time to time as the need may arise. Any such amendment or revision shall be shared with the Board, the other employee organization, and the REA.

F. The Health Care Committee shall have no authority to amend, modify, or alter the current insurance benefits in the Master Agreement or the Plan Document.

**14.06 VISION PLAN**

Effective July 1, 2008, the Board will provide a vision plan for each member of the bargaining unit and their eligible dependents.

## ARTICLE 15. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

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

B. The LPDC shall be a District Level Committee.

C. The LPDC shall consist of four (4) classroom teachers employed by the District, one (1) Principal employed by the District, and one (1) other employee of the District approved by the Superintendent.

D. The composition of the Committee will consist of a majority of administrators and one (1) certificated licensed staff member when considering the development plan of a Building Principal, Assistant Principal, or other administrator.

E. The teacher members shall be selected by the REA President.

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

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

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

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

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

## ARTICLE 16. TECHNOLOGY UTILIZATION

### 16.01 STUDENT USAGE

Teachers will take reasonable efforts to monitor student internet usage. However, it is recognized that students may encounter inappropriate offensive material despite reasonable monitoring.

### 16.02 TEACHER NOTIFICATION

Upon notification by a student of controversial material, the teacher shall inform the Principal in a timely manner. The teacher who has reasonably monitored student use shall not be subject to discipline for directing the Principal to a problem.

### 16.03 EMPLOYEE USAGE

Employees shall be permitted use of Board provided computers and electronic devices. Any employee who desires to utilize software other than that provided by the District shall first contact the Director of Technology for approval to use or load software onto District computer(s) and/or network.

### 16.04 REVIEW

Review of computer files, electronic mail, and voice mail with or without staff member knowledge will only be done in the ordinary course of business and will be motivated by a legitimate business reason. If a staff member's personal information is discovered, the contents of such discovery will not be reviewed by the District, unless the District has a legitimate business reason for such action. Any information discovered will be limited to those who have a specific need to know that information. This section is not intended to restrict rights under the Ohio Public Records Law.

All technology, computers, phones, e-mail, and voice mail systems are the District's property and are to be used primarily for business purposes.

Because the District's computers are to be used primarily for business purposes, staff members are prohibited from sending offensive, discriminatory or harassing computer, electronic, or voice mail messages.

## ARTICLE 17. SPECIAL NEEDS/IEP PROVISIONS

### 17.01 SPECIAL NEEDS/IEP PROVISIONS

The parties recognize that the Board of Education is obligated to provide a free appropriate public education to students with disabilities under the IDEA and/or Section 504. The parties further recognize that Federal and State statutes and regulations require that students with disabilities be educated to the maximum extent appropriate with children who do not have disabilities by providing special education, related services, and supplemental aids and services in the least restrictive environment. In providing a free appropriate public education, the parties acknowledge that the needs of each individual student with a disability will dictate the environment in which the child is educated and that each student's education program will be developed in accordance with their individual special needs.

### 17.02 INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A. Employees whose duties could be impacted by an IEP shall be provided the opportunity to participate in the development of the IEP and be present at the IEP meeting if available at the scheduled time.

B. Each teacher with the responsibility for the education of a student on an IEP shall receive a copy of the IEP, be provided an explanation of what they are responsible to do to assist in achieving the IEP goals and objectives and be advised that they can speak to any IEP team member if they have any questions or concerns about the IEP or the student's progress.

C. After the IEP is completed, the Special Education teacher and the building principal will ensure that teachers with regular education responsibilities for the student for the following year are provided a copy of the IEP and are afforded the chance to ask questions regarding the program, the student, and their responsibilities.

### 17.03 SPECIALIZED HEATH CARE PROCEDURES

Certificated/licensed personnel shall not be prohibited from, but shall not be required to, perform any medical or quasi-medical procedures for a student unless the medical procedures fall within their specific job description. Certificated/licensed personnel shall not be required to provide the custodial care services unless the care falls within their specific job description. The Board will assume all liability claims under the provisions of Chapter 2744 of the Ohio Revised Code.

## 17.04 SUPPORT SERVICES

The Board shall strive to make available supplementary aides and services and the personnel to provide or perform any supportive services, which may be required by any student's IEP.

## 17.05 EVALUATION IMPACT

The performance evaluation of the certificated licensed staff members who are impacted by the IEP shall not include any negative assessment because the short/long term goals of the IEP have not been met, unless the certificated licensed staff member has not made the mandated IEP services and/or accommodations for the student.

## 17.06 COMPENSATION FOR IEP, IAT, OR 504 MEETINGS

A teacher attending an IEP, Response to Intervention(RTI) or 504 meeting that is held outside of the teacher's regular school day shall be paid at the current tutorial hourly rate for the time spent in IEP, RTI or 504 meetings. If a full-time teacher is required to attend an IEP, RTI or 504 meeting during their preparation/planning time, the teacher will be paid Twenty Dollars ($20.00) per normal class period. All reasonable attempts will be made to schedule meetings during the school day.

(See also 13.04)

## 17.07 CONSISTENCY WITH THE LAW

Any provision of the Article that is inconsistent with Federal or State laws or regulations governing the education of students with disabilities shall be null and void.

## 17.08 EQUITABLE DISTRIBUTION

Efforts will be made to assign inclusion students in an equitable fashion. This provision would apply for all students for which an Individualized Education Program (IEP) or 504 Plan is required and which plan requires placement in a regularly scheduled class excluding speech improvement students, home instruction, and various tutoring programs.

## 17.09 RELEASE TIME

A. Full-time special education teachers and speech therapists will be allotted five (5) release days to prepare for IEP conferences. These release days shall be scheduled with the prior approval of the building administrator.

The number of release days will be adjusted down for teachers and therapists who work less than full-time.

Said members of the bargaining unit (full time intervention specialists and speech and language pathologists) may elect to seek compensation in lieu of any chosen

release days at the current sub rate at no less than $100.00 per day by notifying the building principal by October 30th of each year.

B. As a best practice determined by the special education teacher and building principal, release time shall be provided to conduct testing and assessment, and to prepare mandated evaluation results for submission to the state. The release time shall be granted for four (4) hours each, per each alternative assessment.

C. Certificated staff that are required to coordinate and/or assess district or state mandated testing (i.e. perform as building test coordinators) that extends beyond the work day, shall be granted compensatory time as arranged with their building administrator. The time granted shall be for up to ten (10) hours per week, and shall be used within twenty (20) work days.

D. Teachers allotted release days shall be given the opportunity to work offsite on the designated release days.

E. A special education teacher required to develop an individualized education program (IEP) shall be granted one (1) release day to develop the IEP when less than a ten (10) work day notice is given for a student receiving an out-of-district scholarship. The Board shall provide a substitute teacher to cover the teacher's normal classroom teaching duties on that release day.

## ARTICLE 18. HEALTH AND SAFETY

### 18.01 MAINTENANCE OF HEALTH AND SAFETY

The Board shall strive to ensure and maintain facilities that are free of hazards that might cause serious physical harm to employees and students. All members of the bargaining unit will report in writing to the building principal within two (2) days any hazardous conditions in the building that might cause serious physical harm to employees or students. Effective September 1, 2008, a Health and Safety Committee shall be established to implement best practice procedures for reporting and correcting health/safety issues. Implementation of the procedures shall occur no later than October 1, 2008.

### 18.02 HEALTH SUPPLIES

A. The Board shall ensure that in the main offices, athletic offices and in every lab there shall be an adequate first aid kit, which shall be maintained by the employee(s) assigned to the particular location. When replacement supplies are needed for the first aid kit, the assigned employee will notify the Principal's secretary who will order the necessary supplies.

B. The Board shall provide every member of the bargaining unit with an adequate supply of disposable rubber gloves and CPR masks. It is the responsibility of each member of the bargaining unit to store these supplies in a convenient yet safe location.

C. The Board shall provide and maintain an eye wash station in every laboratory where students have access to chemicals or other caustic substances.

## 18.03 ADMINISTERING MEDICATIONS

A. Third Party Administrator

1. Medical professionals contracted by the District are responsible for administration of all medication to students. A secure storage location shall be established for the storage of the medication.

2. Medication must be brought to the school in the container in which it was dispensed by the prescribing physician or licensed pharmacist. The container must be affixed with a prescription label that includes the student's name, date, name of the medication, and directions of dosage.

3. Written orders from the physician detailing the name of the medication, dosage, time interval the medication is to be given and possible side effects must be on file in the school's office. If the order originally provided by the physician changes, the parent, guardian or other person having care or charge of the student must submit a revised written order signed by a physician.

4. Written permission from the parent requesting that the Board comply with the physician's order must be on file in the school's office before any medication can be dispensed.

5. Each time medication is dispensed, a record will be maintained which demonstrates, at a minimum, for each student the time and date of dispensing the medication, the amount dispensed, and any additional comments that the employee deems relevant concerning the medication dispensing.

B. Staff Members

1. Each school will be required to have a trained corps of volunteer staff members to provide assistance in the administration of medication and first aid during those times when contracted medical professionals may not be available. This group of volunteers will be held harmless from liability in the performance of any volunteer medically-related responsibilities. If there are not sufficient volunteers for training, each building principal shall have the right to designate staff members for training.

2. Staff members may administer medication and treatment only in the event that the medical professionals are not available and they have received proper training and that this training has been certified/verified as required.

Staff members may provide custodial care (nonmedical care that can be safely provided by non-licensed caregivers). Custodial care may include, but is not limited to toileting, tube feeds, feeding, diaper changes and transfers. Skilled care (medically necessary care provided by or under the supervision of skilled or licensed personnel) shall only be provided under the supervision of licensed personnel and may include therapies, wound care, injections, infections, catheter care, suctioning, and non-oral medicines.

A secure storage location shall be established for the storage of the medication.

1. No employee employed by the Board will be required to dispense a medication to a student except in accordance with the requirements of this provision and the relevant policies of the Board. The Board shall not require an employee to dispense a medication to a student if the employee objects to administering medication based upon a genuinely held religious conviction.

2. The provisions of Revised Code Section 2744 and its amendments apply to those employees who adhere to the provisions with the Board as it relates to the dispensing of prescription medication.

3. At no time shall a school support employee be required to perform an invasive procedure unless it is an emergency situation.

**18.04 NO REPRISALS**

There shall be no reprisals, restraints, interference, coercion, or discrimination against an employee for filing a report of an unsafe or unhealthy condition, for refusing to work under conditions that the public employee reasonably believes present an imminent danger, or for any other participation in the health and safety program.

**18.05 SAFETY COMMITTEE**

Four (4) REA representatives shall be designated to serve on the current District Safety Committee chaired by the Coordinator of Business Services.

## ARTICLE 19. PARENTAL CONCERN PROCEDURE

**19.01 PURPOSE**

Community and school relations shall ideally reflect an attitude of mutual concern and cooperation in the constant attempt to provide the best possible learning environment for the students. However, complaints and misunderstanding are sometimes inevitable.

## 19.02 INFORMAL RESOLUTION

Communications between parents and the school ideally should be such that most concerns may be resolved through personal conferences at the school level. Various avenues of contact between the employee, student, parent/guardian, principal, and other appropriate staff personnel shall be utilized before using the formal written procedures outlined below. Prior to implementing a plan to resolve a parental concern, the principal will meet with and seek input from the employee.

## 19.03 FORMAL WRITTEN RESOLUTION

If the informal resolution process does not lead to an understanding and/or resolution of the concern(s) involved, a parent may pursue further action by submitting in writing the concern(s) involving the member of the bargaining unit to the principal or immediate supervisor. If such a concern is not submitted in writing by the parent, the matter shall be considered closed. The member of the bargaining unit shall be present at all meetings involving the expressed concern(s) about the member of the bargaining unit. The member of the bargaining unit shall have the opportunity to have their Union representative present at all formal meetings.

## 19.04 GENERAL PROVISIONS

A. The affected employee shall be given a copy of any written concern on or before the next regular workday of the Administration's receipt of the concern.

B. Anonymous concerns shall have no validity.

# ARTICLE 20. SUPPORT STAFF WORKING CONDITIONS

## 20.01 OVERTIME/EXTRA DUTY

A. Extra duty work is work performed beyond the normal workday but not in excess of forty (40) hours per week. Extra duty work shall be paid at the employee's regular hourly rate of pay.

B. Overtime work performed in excess of forty (40) hours per week in pay status (Monday through Sunday) shall be considered overtime and paid at the rate of one and one-half (1 1/2) times the employee's regular hourly wage rate.

C. Extra duty and overtime work shall be voluntary and pre-approved by the building principal.

D. Any full time employee may request Compensatory Time in lieu of Overtime Pay. Compensatory time will be calculated at the rate of one and one half (1 ½) hours Compensatory Time for every Overtime hour worked. Compensatory time may be granted or denied at the discretion of the Building Principal and is not guaranteed. Compensatory time must be used within sixty (60) days after it is earned. If not

used during this time, it will be paid out in the first full pay cycle following the end of the sixty (60) days.

### 20.02 TECHNOLOGY TRAINING

Support staff employees will be afforded the opportunity to obtain Board provided training for new technology. If the training is designated as required by the administration, the support staff employee will be paid their regular rate of pay for all training time spent outside of the regular work day. New systems, equipment, or software that are demonstrated to be unfamiliar to the employee and are required in their assignment shall be designated as requiring training.

All other training opportunities are voluntary and will not be paid.

### 20.03 SUPPORT STAFF SUBSTITUTIONS

In the event of a support staff employee secretary or assistant absence, the Revere Board of Education shall endeavor to provide a substitute secretary or assistant when such personnel is available on the substitute list. The Board shall maintain an updated list of substitute secretaries and assistants. The list shall be available for review upon request. No support staff employee shall be required to perform substitute services, or provide services outside of their job description.

## ARTICLE 21. GENERAL PROVISIONS

### 21.01 CONTINUOUS PERFORMANCE

During this Agreement, neither the Association, its agents, nor the members of the bargaining unit represented by the Association will engage in a strike or any other concerted effort which interferes with, impedes, or impairs the normal operation of the schools. Exercise of statutory rights to withhold service for health or safety reasons shall be a protected activity as provided by law.

### 21.02 RIGHTS

The duties and obligations of the parties to this Agreement shall be limited to those expressly set forth by law and/or by the provisions of this Agreement.

### 21.03 COMPLETE AGREEMENT

This Agreement supersedes and cancels all previous Agreements, verbal or written or based upon alleged past practice, between the Board of Education and the Association, and constitutes the entire Agreement between the parties. Any amendment or agreement supplemental hereto shall not be binding upon either party unless executed in writing by the parties.

## 21.04 CONTRARY TO LAW

If any provision or application of this Agreement is determined by a court of competent jurisdiction, by an act of the Federal and/or State Legislature, regulations, or orders issued by Federal or State authorities, or by mutual agreement of the parties, that provision shall be considered null and void to the extent specifically prohibited, but all other provisions herein shall continue in full force and effect. If a provision becomes unworkable due to its being contrary to law, such action shall be reason for a reopening of negotiations within ten (10) calendar days after receipt of a request by the Association or the Board on that provision to obtain a workable provision within the established legal structure.

## 21.05 INDIVIDUAL CONTRACTS AND SALARY NOTICES

A. A contract or salary notice shall be issued to each member of the bargaining unit no later than July 1 for the following work year. The contract or salary notice shall contain at least the following information:

1. Names of the parties;

2. Term of contract, type of contract (limited or continuing*),;*

3. Annual Salary;

4. Number of pay periods and date of first pay;

5. The statement: "The Master Agreement negotiated between the Association and the Board is herein incorporated by reference. Any argument or dispute will be settled by the provisions established in said Master Agreement or by provisions provided by law."

B. Contract Issuance

1. Limited Contracts — Certified Staff

| | |
|---|---|
| One (1) year limited contract | Upon initial employment |
| One (1) year limited contract | Upon reemployment for second and third years |
| Three (3) year limited contract | All subsequent contracts can be for three (3) years until such time as the teacher qualifies for a continuing contract. |

A multi-year contract would only be issued to a teacher who shows evidence of the following:

1. District Level Leadership

   That is active membership in one or more district level committees and/or district initiatives.

2. Building Level Leadership

   That is active membership in one or more building level committees and/or building initiatives.

3. Technology Proficiency

   The teacher must have tested out and shown proficiency at the novice level competencies developed through School Net technology training.

4. Classroom Evaluations

   The teacher must have had positive written evaluations from the Building Principal or supervisor.

Each year of the multi-year contract, the teacher must continue their involvement in Items B.1. a, b and c, above.

If a teacher who is eligible for reemployment for a third (3rd) year and beyond and does not show evidence for eligibility of a multi-year contract as listed above, that teacher may be given another one-year limited contract.

2. Continuing Contract

1. A continuing contract is a contract which shall remain in effect until the employee resigns, elects to retire or is retired pursuant to Ohio Revised Code 3307.37, or until they are terminated or suspended.

   2. To be eligible for continuing service status, employees shall:

      i. Have a professional, life, or permanent certificate/license;

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

         i) If the teacher did not hold a masters degree at the time of initially receiving a teacher's certificate under former law or an educator license, thirty semester hours of coursework in the area of licensure

or in an area related to the teaching field since the initial issuance of such certificate or license, as specified in rules which the state board of education shall adopt;

ii) If the teacher held a masters degree at the time of initially receiving a teacher's certificate under former law or an educator license, six (6) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license, as specified in rules which the state board of education shall adopt.

iii. Have taught three (3) out of the last five (5) years in this District; or

iv. Have been granted tenure in another district and taught two (2) years in this District.

3. Teachers who meet the above requirements are to submit a letter to the office of the Superintendent, on or before September 15, indicating their interest in being considered for continuing contract status.

4. When a teacher has met the requirements for a continuing contract and makes a request, one of the following must be done:

   i. Award a continuing contract after total of four (4) classroom observations, at least one (1) of which is conducted by the Superintendent or their designee during the tenure evaluation year.

   ii. Non-renew the teacher's limited contract.

   iii. Withhold the continuing contract for one (1) year during which time the teacher must follow a detailed plan of improvement to correct deficiencies specified on the evaluations. At the end of the extended limited contract period, the teacher will receive the continuing contract or be non-renewed.

5. If an employee becomes eligible for a continuing contract during a multi-year limited contract, that employee may request in writing prior to September 15 to be considered for a continuing contract. If no continuing contract is issued, the current multi-year contract shall remain in effect.

3. Contracts: Support Staff

1. Each support staff employee shall be provided a copy of their applicable individual contract.

2. Contracts shall be issued as follows:

| | |
|---|---|
| One Year Contract | Upon initial employment |
| Two Year Contract | Upon reemployment for a second school year. |
| Continuing Contract | Upon reemployment for a fourth school year. |

3. Not later than June 15, the Board shall issue a salary notice to each support staff employee for the following school year.

## 21.06 AVAILABILITY OF AGREEMENT

This Agreement and any amendments to this Agreement will be made available electronically to members of the bargaining unit in the staff section of the Revere School District website.

## 21.07 COLLEGE CREDIT PLUS PROGRAM

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

B. The Board shall compensate members of the bargaining unit the Tutorial Hourly Rate specified in the Agreement for completing College Credit Plus program training required beyond the workday subject to the Treasurer's receipt of written training confirmation from the college/university.

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

D. The Board and the Association shall establish a joint College Credit Plus Program Committee composed of up to three (3) members appointed by the Superintendent and up to three (3) members appointed by the Association President unless mutually agreed otherwise.

1. The College Credit Plus Program joint committee shall make recommendations to the Board and the Association for the 2016-2017

school year. The College Credit Plus joint committee shall convene its first meeting by September 15, 2015.

2. If no agreement is reached on a particular issue, the current terms of the Agreement will remain in effect.

3. Any consensus agreement requiring changes in the Agreement will be forwarded to the Association's general membership and the Board for ratification as agreed by the joint College Credit Plus Committee.

**21.08 DURATION**

Except as otherwise provided herein, the provisions of this Agreement shall be effective July 1, 2025, and remain in effect through June 30, 2028.

IN WITNESS WHEREOF, the parties hereto have set their hands this 19 day of September, 2025.

For the
REVERE EDUCATION ASSOCIATION:

President

For the
BOARD OF EDUCATION OF THE
REVERE LOCAL SCHOOL DISTRICT:

Superintendent

Treasurer

# REVERE EDUCATION ASSOCIATION

Grievance No. _____
(To Be Assigned By PR&R Chairperson)

_____ _____
Name of Aggrieved Assignment (Building)

A. If the alleged grievance is against an individual, state their

1. Name: _____

2. Position (or Title) _____ School _____

B. Article/Section of Agreement or Administrative Rule, Regulation, or Procedure Allegedly Violated, Misapplied, or Misinterpreted: _____

C. Substance of Grievance: Briefly state what action you believe to be a grievance, including the date and place of the incident giving rise to the grievance: _____

D. Relief Sought: _____

Date Filed: _____

_____
Grievant's Signature

Date Received: _____

_____
Principal or Supervisor or Superintendent

E. Disposition of Grievance: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Decision Rendered By _____

Signature

_____

Date

_____

Step

# EVALUATION TIMELINES

| Timeline | Superintendent | Principal | Educator |
|---|---|---|---|
| **August/September** | **eTPES**<br>• District options, complete set-up screens<br>• Set SGM percentages for district educators and principals<br>• Verify principal roster<br>• Send access to principals | **SGM/eTPES**<br>• Review individual educator categories<br>• Educator VA<br>• Report any irregularities to Central Office<br><br>**Cycle 1**<br>**(Sept-Jan 15)**<br>• Sept. 15 Walkthroughs and Pre-Conference begin | **SGM/eTPES**<br>• Educator Value Added available<br><br>**Begin evaluation process**<br>• Complete Professional Growth Plan/Improvement Plan<br>• Schedule Pre-Conference meeting with evaluator<br>• Submit SLOs for approval (Oct. 3)<br>**Cycle 1**<br>**(Sept-Jan 15)**<br>• Sept. 15 Walkthroughs and Pre-Conference begin |
| **October-January** | | **Cycle 1**<br>• Oct. 1-Jan. 1 (written report/post conference by Jan. 15) | **Cycle 1**<br>• Oct. 1-Jan. 1 Classroom observations begin<br>• Written report/post conference by Jan. 15)<br>• · SLO Committee approves SLOs by Oct. 30 |
| **January-April** | | **Cycle 2**<br>**(Jan 15- April 30)**<br>• Observation/Walk- throughs begin | **Cycle 2**<br>**(Jan 15- April 30)**<br>• Observation/Walk throughs begin<br>• Educator administers final assessment at the end of interval instruction to determine growth |

| Timeline | Superintendent | Principal | Educator |
|---|---|---|---|
| | | | • EXCEPTION- Post Conference by April 10 (non-renewal, limited, or extended limited contract)<br>• Written response by April 30 for continuing contract personnel.<br>• · Educators submit results of SLO data to evaluator by April 30th |
| **May** | | **Cycle 2**<br>· Post Conference/Summative eTPES Conference by May 10(All Contracts) | **Cycle 2**<br>· Post Conference/Summative eTPES Conference by May 10(A11 contracts) |
| **June** | **eTPES-**<br>• Sign Off on District aggregated educator ratings in eTPES | **eTPES-**<br>• Report any irregularities to Central Office | |

**Definitions Defined**

**Pre-Conference**

First Pre-Conference meeting with evaluator/educator is mandatory and scheduled at an agreeable time by both parties

- Submit the following to evaluator twenty-four hours prior to scheduled Pre-Conference:
  - Form 1 and 2 of the Pre-Conference Forms and Professional Growth Plan
  - Improvement Plan will be crafted in collaboration with your evaluator at your first Pre-Conference

Second Pre-Conference is optional. A second Pre-Conference can be scheduled if either party wants to meet to discuss previous observations

- With or without the Pre-Conference, Educators **MUST** Submit Form 2 of the Pre-Conference forms to their Evaluator twenty-four hours prior to the observation

**Observation**

- Scheduled/announced observation agreed upon by both parties
  - 2 observations yearly
  - Minimum of 30 minutes in duration

**Walk-throughs**

- Unannounced
- 2 official walk-throughs per year (i-pad/laptop visible to educator)
- Maximum of 10 minutes in duration
- Walk-through feedback sent to educators within 24 hours of visit

**Post Conference:**

- Post conference will be scheduled within 10 school days of observation
- Post conference meeting with evaluator/educator is mandatory and scheduled at an agreeable time by both parties
- SGM final rating discussed at 2nd Post Conference if data is complete/available.
- If data collection is not complete in time for Post Conference, a Summative eTPES meeting should be scheduled prior to May

**District Educator Evaluators:**

Central Office Personnel (Director of Special Education and Director of Curriculum and Instruction)

Building Principals/Assistant Principals

**Final Summative Rating Form:**

Educators are responsible for adding up their SLO data and presenting it to their evaluator. Together educator and evaluator will sign off in eTPES.

Both signed observation forms and eTPES summative rating form arc placed in educator's personnel file.

District Director of Curriculum and Instruction will be responsible for finalizing all Final Summative Rating forms into eTPES as directed by the Ohio Department of Education.

# REVERE'S TEACHER EVALUATION SYSTEM

**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)**<br><br>*Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments* | **Use of High-Quality Student Data**<br><br>Element 1.1<br>Element 1.2<br>Element 1.3<br>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).<br><br>The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **Connections to prior and future learning**<br><br>Element 1.2<br>Element 2.1<br>Element 2.2<br>Element 2.4<br>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 |

| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | | | | | plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **Connections to state standards and district priorities**<br><br>Element 2.3<br>Element 4.1<br>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.<br><br>The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **KNOWLEDGE OF STUDENTS** | **Planning instruction for** | The teacher's instructional plan makes | The teacher's instructional plan makes minimal | The teacher's instructional plan reflects connections to | The teacher's instructional plan reflects consistent |

| ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **(Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)**<br><br>*Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys* | **the whole child**<br><br>Element 1.2<br>Element 1.4<br>Element 1.5<br>Element 4.2<br>Element 4.4<br>Element 6.4 | no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds. | connections to student experiences, culture, developmental characteristics or student backgrounds. | student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests. | 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. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication)**<br><br>*Possible Sources of Evidence: pre-conference, post-conference,* | **Communi-cation with students**<br><br>Element 2.2<br>Element 4.3<br>Element 4.6<br>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.<br><br>The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific | The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals.<br><br>The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students | The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students.<br><br>The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage 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.<br><br>The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| *formal observation, classroom walk-throughs/informal observations, peer review* | | strategies. There is no student engagement.<br><br>The teacher does not give students feedback. | demonstrate little engagement in the lesson.<br><br>Feedback to students is general, occasional or limited and may not always support student learning. | The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking.<br><br>The teacher gives students substantive, specific and timely feedback to support their learning. | strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions.<br><br>The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **Monitoring student understanding**<br><br>Element 3.2<br>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. |
| **LESSON DELIVERY** *(continued)* | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **Student-centered learning**<br><br>Element 3.5<br>Element 4.5<br>Element 4.6<br>Element 5.3<br>Element 5.4 | Learning is entirely teacher directed. Students are not participating in learning activities. | Learning is primarily teacher directed. Students participate in whole class learning activities. | Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole | 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 |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | | There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources. | There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources. | class learning opportunities to maximize student learning.<br><br>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. | independent, collaborative and whole class learning opportunities to maximize student learning.<br><br>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. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **DOMAINS** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment)**<br><br>*Possible Sources of Evidence: pre-conference, post-conference,* | **Classroom routines and procedures**<br><br>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. |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **DOMAINS** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| *formal observation, classroom walk-throughs/informal observations, peer review, student surveys* | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **Classroom climate and cultural competency**<br><br>Element 1.4<br>Element 5.1<br>Element 5.2 | There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher.<br><br>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.<br><br>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.<br><br>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.<br><br>There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)** | **Use of assessments**<br><br>Element 3.1<br>Element 3.2<br>Element 3.3<br>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 |

| ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT | | | | | |
|---|---|---|---|---|---|
| **DOMAINS** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| *Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations, assessments, student portfolios, post-conference* | | The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs.<br><br>The teacher does not share evidence of student learning with students. | The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs.<br><br>The teacher shares evidence of student learning with students. | The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students.<br><br>The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs. | assessment choices to meet the full range of student needs.<br><br>The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.<br><br>The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **Evidence of student learning**<br><br>Element 1.3 | The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students. | The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students. | The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

| ORGANIZATIONAL AREA: PROFESSIONALISM | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **PROFESSIONAL RESPONSIBILITIES** | **Communication and collaboration with families** | The teacher does not communicate with students and families. | The teacher inconsistently or unsuccessfully uses communication and engagement strategies with | The teacher uses effective and appropriate communication and engagement strategies | The teacher uses multiple effective and appropriate communication and engagement strategies with individual |

| ORGANIZATIONAL AREA: PROFESSIONALISM | | | | | |
|---|---|---|---|---|---|
| **Domains** | **Components** | | | | |
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **(Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)**<br><br>*Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review* | Element 6.1<br>Element 6.2 | | students and families. These do not contribute adequately to student learning, well-being and development. | with students and families, resulting in partnerships that contribute to student learning, well-being and development. | students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **Communication and collaboration with colleagues**<br><br>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. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| | **District policies and professional responsibilities**<br><br>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.<br><br>The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level. |
| | **Evidence** | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

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

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN A: PLANNING AND PREPARING FOR LEARNING

### A.1 The SLP acquires and uses knowledge about individual students as learners in preparing lessons, which consider the students' academic needs, cultural heritage, interests and community.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Acquisition of Information About Individual Learners | • The SLP does not acquire knowledge of individual students as learner.<br>-or-<br>• The SLP does not acquire that knowledge from a variety of sources and in an on-going manner. | • The SLP acquires detailed information about individual students as learners from a variety of sources, and/or in an on-going manner | • The SLP acquires extensive and detailed information about individual students as learners from a variety of sources, and in an on-going manner |
| Use of Acquired Information | • The SLP planning shows little or no awareness of students' academic needs and learning styles. interests, cultural heritage and community backgrounds as demonstrated through the following:<br>* Flexible groupings<br>* Activities that invite student interaction and choice<br>* Strategies that address various learning styles, special needs and cultural heritage<br>* Instruction that addresses strengths and gaps in student background knowledge and skills.<br>• The SLP does not clearly communicate planning.<br>• There is little evidence that the SLP uses achievement data or other assessment results to plan instruction | • The SLP clearly communicates how planning shows consideration for the students' academic needs and learning styles. interests, cultural heritage and community backgrounds as demonstrated through most of the following:<br>* Flexible groupings<br>* Activities that invite student interaction and choice<br>* Strategies that address various learning styles, special needs and cultural heritage<br>* Instruction that addresses strengths and gaps in student background knowledge and skills<br>• The SLP uses achievement data and other assessment results to plan lessons to meet individual/group instructional needs. | • The SLP clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following:<br>* Flexible groupings<br>* Activities that invite student interaction and choice<br>* Strategies that address various learning styles, special needs and cultural heritage<br>* Instruction that addresses strengths and gaps in student background knowledge and skills.<br>• The SLP analyzes and uses achievement data and other assessment results to plan lessons to meet individual/group instructional needs. |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN A: PLANNING AND PREPARING FOR LEARNING

### A.2: The SLP demonstrates the ability to follow due process procedures, including the selection and administration of diagnostic instruments and procedures as defined by the Individuals with Disabilities Education (IDEA) and completes required due process paperwork.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Variety of Diagnostic Assessments | • The SIP is unable to select appropriate diagnostic instruments. | • The SLP selects and administers diagnostic instruments and procedures based on the student's developmental level, areas of concern and SLP/parent input. The SLP gathers information on how the student's developmental disorder affects educational performance from limited sources. | • The SLP selects and administers a variety of diagnostic instruments and procedures based on the student's developmental level, areas of concern and SLP/parent input. The SLP gathers information on how the student's developmental disorder affects educational performance from a variety of sources. |
| Due Process | • The SLP demonstrates a basic knowledge of the IDEA. The appropriate referral process is not followed. | • The SLP demonstrates an adequate understanding of the IDEA by generally following appropriate procedures for referral, identification, placement and exits. | • The SLP demonstrates a thorough understanding of the IDEA by consistently following appropriate procedures for referral, identification, placement and exits. |
| Documentation | • The documentation for due process is not complete.<br>• The SLP does not clearly communicate the evidence. | • The documentation for initial placement, exit, and re-evaluation packets is usually complete and thorough<br>• The SLP clearly communicates an explanation of the evidence. | • The documentation for initial placement, exit, and re-evaluation packets is accurately completed and thorough.<br>• The SLP clearly communicates an explanation of the evidence. |
| Recommendations | • The SLP is unable to interpret diagnostic results or make case management recommendations. | • The SLP demonstrates the ability to make appropriate case management recommendations after interpreting diagnostic results. | • The SLP demonstrates the ability to make appropriate case management recommendations after accurately interpreting diagnostic results for a variety of communication disorders. |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC (SLP)

## DOMAIN A: PLANNING AND PREPARING FOR LEARNING

### A.3: The SLP uses a variety of assessments that align with standards and provides feedback to students about their progress toward the IEP objectives.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Alignment with Standards | • Assessments do not provide opportunities for student to demonstrate proficiency. | • Assessments aligned with IEP goals provide evidence that students at some developmental levels are given opportunities to meet the IEP goals. | • Assessments aligned with IEP goals provide evidence that students at all developmental levels are given multiple opportunities to meet the IEP goals. |
| Alignment and Variety | • The SLP uses assessments that are not aligned with the IEP objectives<br>• The SLP uses mainly summative assessments.<br>-or-<br>• Planning for assessment is not evident. | • The SLP uses assessments that align with the IEP goals.<br>-and-<br>• The SLP uses informal/formal and formative summative assessments. | • The SLP uses assessments that align with the IEP goals.<br>-and-<br>• The SLP uses extensive and varied informal/formal and formative: summative assessments. |

## DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

### B.1: The SLP creates an inclusive and caring environment in which each individual is respected and valued.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| SLP interaction with Students. | • SLP interactions with students are negative, demeaning, or inappropriate. | • SLP interactions will all students demonstrate respect. Interactions are inclusive and appropriate | • SLP interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. |
| Interactions Among Individuals | • SLP tolerates inappropriate and/or disrespectful interactions among individuals | • SLP encourages respectful interactions among individuals and appropriately addresses and disrespectful interactions among individuals | • SLP encourages and/or reinfes positive and respectful interactions among individuals<br>and/or-<br>• Interactions are respectful |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

### B.2: The SLP establishes effective routines and procedures, maintains a safe and orderly environment and manages transitions to maximize instructional time.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Routines/Procedures | • The SLP uses procedures for managing student groups, supplies, and equipment that result in considerable loss of instructional time. | • The SLP establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment.<br>• The SLP acts to maintain a safe environment. | • The SLP establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment.<br>• The SLP acts to maintain a safe environment. |
| Transitions | • The SLP does not establish procedures for most transitions. Considerable instructional time is lost. Considerable instructional time is lost. | • The SLP establishes and directs procedures for transitions. No instructional time is lost. | • The SLP establishes procedures for managing seamless transitions incorporating student responsibility. No instructional time is lost. |

### B.3: The SLP manages and monitors student behavior to maximize instructional time.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Monitoring of Student Behavior | • The SLP does not monitor student behavior and/or the SLP is unaware of student behaviors, which results in considerable loss of individual, group, and/or whole class time on task. | • The SLP monitors student behavior at all times, which promotes individual, group, and/or whole class time on task. | • The SLP monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which results in no loss of time on task. |
| Response to Misbehavior | • The SLP does not respond to off-task or disruptive behavior.<br>-or-<br>• The SLP response to student misbehavior is inconsistent and/or has minimal results. | • The SLP response to misbehavior is appropriate, consistent, and the desired behavior is attained. | • The SLP response to misbehavior is appropriate, consistent, and sensitive to students' individual needs, and the desired behavior is attained.<br>-or-<br>• Student misbehavior is not evident. |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN C: TEACHING FOR LEARNING

### C.1: The SLP communicates the objectives from the Individual Education Plan (IEP) and the directions and procedures for the daily activities to the students.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Communication of the IEP Objectives | • The SLP does not communicate the IEP objectives to the student. | • The SLP clearly and accurately communicates IEP objectives to each student. | • The SLP clearly and accurately communicates the IEP objectives to each student and a rationale for this learning. |
| Instructional directions and procedures | • The SLP does not communicate instructional directions or procedures.<br>-or-<br>• The SLP communicates instructional directions or procedures inaccurately. | • The SLP clearly and accurately communicates instructional directions and procedures for the activity. | • The SLP clearly and accurately communicates instructional directions and procedures for the activity.<br>• The SLP anticipates possible student misunderstanding. |
| Monitoring and Adjusting | • The SLP is unable to develop a method of periodic monitoring. | • The SLP develops a program of periodic monitoring of student progress toward IEP goals. The SLP uses information to modify treatment plans, strategies or materials to meet the needs of the student. | • The SLP develops a program of periodic monitoring of student progress toward IEP goals. The SLP uses information to modify treatment plans, strategies or materials to meet the needs of the student, SLP involves the student in monitoring of progress. |
| Use of Information | • The SLP does not have the information to determine the present level of performance on quarterly reports. | • The SLP uses monitored information to report student's present level on quarterly reports. | • The SLP uses monitored information to report student's present level on IEP and quarterly reports or in collaboration with special education. |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN C: TEACHING FOR LEARNING

### C.2: The SLP demonstrates content knowledge of speech and language development and therapy techniques.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Knowledge of Speech/Language Development | • The SLP uses daily activities and objectives that may or may not be related to the hierarchy of speech/language development. Tasks are unrelated to student's needs or instructional level. | • The SLP chooses daily activities and objectives in the hierarchy of speech/language development, which move the student toward fulfilling IEP goals. Tasks assigned are at or near instructional level. | • The SLP chooses daily activities and objectives in the hierarchy of speech/language development, which move the student toward fulfilling IEP goals. SLP manipulates tasks assigned so that students consistently work at the instructional level. |
| Knowledge of Speech/Language Techniques and Service Delivery Models | • The SLP uses one model of therapy for treatment of speech/language disorders for all students. Service is delivered only in Speech Resources area. | • The SLP uses a variety of therapy models and techniques to meet individual student needs as specified in the IEP. Services are delivered within various environments. | • The SLP uses a variety of therapy models and techniques to deliver appropriate service to meet individual student needs as specified in the IEP. Services are delivered in the environment most appropriate to student and IEP needs. |

### C.3: The SLP conducts the therapy session, addressing the specific areas of disability delineated on the IEP.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Conceptual Understanding | • The SLP conducts lessons that are not appropriate to the specific area of disability and are not relevant to the IEP | • The SLP challenges students in a variety of adaptable activities that address the specific areas of disability and promotes mastery of IEP goals and objectives. | • The SLP consistently challenges students in a variety of creative, adaptable activities that address the specific areas of disability and promotes mastery of IEP goals and objectives. |
| Monitoring and Adjustment | • The SLP presents the lesson as planned and makes no adjustments. | • The SLP periodically monitors the student's current skill level and consistently adapts activities and pacing to move the student to mastery. | • The SLP monitors the student's current skill level and consistently adapts activities and pacing to move the student to mastery. |
| Extension of Thinking | • The SLP creates situations that do not challenge students to think about the IEP goal being taught. | • The SLP creates situations that challenge students to think independently, creatively or critically about the IEP objective being taught. | • The SLP creates situations that challenge students to think independently, creatively or critically about the IEP objective being taught to reflect their understanding and consider new possibilities. |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN C: TEACHING FOR LEARNING

### C.4: The SLP provides opportunities that promote student responsibility, enhance interest in learning, and increase student engagement.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Student Engagement | • The SLP has difficulty engaging the students in selected activities. | • The SLP consistently engages the students in learning through use of controlled choices, relevancy to speech/language progress and the student's instructional level. | • The SLP consistently engages the students in learning through use of controlled choices, relevancy to academic progress and the student's instructional level. |
| Thought-Provoking questions | • The SLP frequently asks questions that are inappropriate to the objectives of the lesson.<br>• The SLP frequently does not ask follow-up questions<br>• The SLP does not provide appropriate wait time. | • The SLP asks thought-provoking questions that focus on the objectives of the lesson.<br>• The SLP seeks clarification through additional questions.<br>• The SLP provides appropriate wait time. | • The SLP routinely asks thought-provoking questions that focus on the objectives of the lesson.<br>• The SLP seeks clarification and elaboration through additional questions.<br>• The SLP provides appropriate wait time. |

### C.5: The SLP provides feedback to students about their performance during therapy sessions using a variety of methods.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Quality-methods and timelines | • The SLP provides insufficient and/or inaccurate feedback to students about their progress toward the learning objectives.<br>-or-<br>• Feedback is not provided in a timely manner. | • The SLP provides accurate, specific, and timely feedback to students about their progress toward the learning objectives.<br>• The SLP provides feedback using a variety of methods and facilitates student self-assessment. | • The SLP routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the learning objectives.<br>• The SLP provides feedback using a variety of methods and facilitates student self-assessment. |

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Student errors/misconceptions | • The SLP does not correct student content errors.<br>• The SLP fails to address misconceptions. | • The SLP corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept.<br>• The SLP addresses misconceptions as they arise. | • The SLP corrects student content errors to individuals, groups, and/or the whole class by offering explanations that clarify the process or concept and by facilitating opportunities for self-correction.<br>• The SLP anticipates and addresses misconceptions. |

## SPEECH & LANGUAGE PATHOLOGIST RUBRIC
## (SLP)

## DOMAIN C: TEACHING FOR LEARNING

### C.6: The SLP reflects upon the session's effectiveness and uses that reflection in planning future instruction.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Session effectiveness | • The SLP misjudges and/or makes an inaccurate assessment of the session's effectiveness or the extent to which the instructional goals of the session were met.<br>• The SLP does not address the session observed.<br>-or-<br>• The SLP does not address the session observed.<br>-or-<br>• The SLP did not submit the Evidence of Reflection form.<br>• The SLP does not clearly communicate the explanation of the evidence. | • The SLP makes an accurate assessment of the session's effectiveness and the extent to which it achieved its goals by citing examples from the session.<br>• The SLP clearly communicates the explanation of the evidence. | • The SLP makes a thoughtful and accurate assessment of the session's effectiveness and the extent to which it achieved its goals, citing specific examples from the session's strengths and/or weaknesses related to the session's objectives.<br>• The SLP clearly communicates the explanation of the evidence. |

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Student Engagement | • The SLP makes an inaccurate assessment of the level of student engagement.<br>-or-<br>• The SLP did not submit the Evidence of Reflection form.<br>• The SLP does not clearly communicate the explanation of the evidence. | • The SLP makes an accurate assessment of the level of student engagement, listing positive and negative examples of student actions.<br>• The SLP clearly communicates the explanation of the evidence. | • The SLP makes a thoughtful and accurate assessment of the level of student engagement, addressing specific examples of positive and/or negative student actions.<br>• The SLP clearly communicates the explanation of the evidence. |
| Future Planning | • The SLP does not explain why changes may or may not be necessary.<br>• The SLP gives up and/or blames the students or the environment for the students' lack of success.<br>-or-<br>• The SLP does not address the session observed.<br>-or-<br>• The SLP did not submit the Evidence of Reflection form.<br>• The SLP does not clearly communicate the explanation of the evidence. | • The SLP offers appropriate explanations for why the assessment choices, SLP's contributions to meetings, or future instruction would not be changed.<br>-and/or-<br>• The SLP offers appropriate explanations and specific suggestions for why the assessment choices. SLP's contributions to meetings, or future instruction would be changed.<br>• The SLP clearly communicates the explanation of the evidence. | • The SLP offers insightful explanations for why the assessment choices. SLP's contributions to meetings, or future instruction would not be changed.<br>-or-<br>• The SLP offers insightful explanations and constructive suggestions for why the assessment choices, SLP's contributions to meetings, or future instruction would be changed.<br>• The SLP clearly communicates the explanation of the evidence. |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN D: PROFESSIONALISM

### D.1: The SLP will provide constructive information on student performance to teacher and other professionals and will collaborate with these individuals regarding case management of the student, including the IEP team.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Collaboration with Teacher and Other Professionals | • The SLP does not collaborate with other professionals.<br>• The SLP does not clearly communicate the evidence. | • The SLP demonstrates collaboration by sharing results of assessments with other professionals. The SLP seeks information on student performance from the teacher.<br>• The SLP clearly communicates an explanation of the evidence. | • The SLP demonstrates effective professional collaboration by sharing results of on-going assessments of student's performance. The SLP seeks information on student performance from the teacher. The SLP keeps documentation of teacher collaboration and/or meetings.<br>• The SLP clearly communicates an explanation of the evidence. |
| Collaboration with IEP Team | • Another school designee must convene the team, the SLP gives minimal cooperation with needed paperwork, and speech terms dominate the language requiring translation for the team members to understand.<br>• The SLP does not clearly communicate the evidence. | • The SLP convenes the team when the IEP is due. All forms are at hand but may not be competed, and language includes speech terms with are unclear to some team members.<br>• The SLP clearly communicates an explanation of the evidence. | • The SLP convenes the team when the IEP review is due. All forms are ready, with language clear to all team members.<br>• The SLP clearly communicates an explanation of the evidence. |
| Needs of the Student | • The present level of performance is given as a generic statement: the needs of the student are defined by the SLP's program.<br>• The SLP does not clearly communicate the evidence. | • The present level of performance is stated with general agreement of the team; the needs of the student are developed in consideration of communication development.<br>• The SLP clearly communicates an explanation of the evidence. | • The present level of performance is stated with supporting evidence is provided; the needs of the student are developed in consideration of communication needs for classroom performance.<br>• The SLP clearly communicates an explanation of the evidence. |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

## DOMAIN D: PROFESSIONALISM

### D.2: The SLP informs the family about the progress of their child toward IEP goals and completes progress reports designated in the IEP.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Communication with Parents | • The SLP does not provide progress information to the families | • The SLP demonstrates clear and effective communication with the student's parents/family by providing progress information to families of program students as designated in the IEP. The SLP seeks information on student performance from the parent. | • The SLP demonstrates clear and effective communication with the student's parents/family by providing progress information and sharing the results of on-going assessment to families of program students as designated in the IEP. The SLP actively seeks information on student performance from the parent. The SLP encourages the parent's involvement in the therapeutic process. The SLP provides relevant information on speech/language disorders. |

### D.3: The SLP establishes and maintains professional relationships with peers and team members and functions as a member of an Intervention Assistance Team (when included as a team member by the school), participates in staff, district and school initiatives.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Professional Relationships | • The SLP does not respond to the needs of staff members and/or attends Intervention Assistance Team meetings when invited.<br>• The SLP does not clearly communicate the evidence. | • The SLP demonstrates the establishment of professional relationships by actively participating in the Intervention Assistance Team and supporting the team developing and implementing decisions.<br>• The SLP clearly communicates an explanation of the evidence. | • The SLP demonstrates the establishment of professional relationships by actively participating in the Intervention Assistance Team and supporting the team developing and implementing decisions. The SLP responds to the needs and concerns of school staff members as it relates to students not directly serviced by an IEP.<br>• The SLP clearly communicates an explanation of the evidence. |

## SPEECH & LANGUAGE PATHOLOGIST RUBRIC
## (SLP)

### D.4: The SIP improves professional knowledge and therapeutic skills by participating in professional development activities and applies what is learned.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Professional Knowledge and Therapeutic Skills | • The SLP does not participate in school/district professional development activities. | • The SLP participates in required school/district professional development activities and in additional designed to improve professional knowledge and therapeutic skills. | • The SLP participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve professional knowledge and therapeutic skills. |
| Application | • There is no evidence that the SLP implements knowledge gained through professional development.<br>• The SLP does not clearly communicate the evidence. | • The SLP consistently implements and describes therapeutic applications of knowledge gained though required professional development.<br>• The SLP clearly communicates an explanation of the evidence. | • The SLP consistently implements and describes therapeutic applications of knowledge gained though required and SLP-selected professional development.<br>• The SLP clearly communicates an explanation of the evidence. |

**SPEECH & LANGUAGE PATHOLOGIST RUBRIC**
**(SLP)**



## Teacher Performance Evaluation Rubric

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

Teacher Name:

| **INSTRUCTIONAL PLANNING** | | | | | |
|---|---|---|---|---|---|
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **INSTRUCTIONAL PLANNING** | **FOCUS FOR LEARNING**<br><br>*Sources of Evidence:*<br>Pre-Conference | The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards. | The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals. | The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students. | The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teach demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills. |
| | **Evidence** | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | **ASSESSMENT DATA (Standard 3: Assessment)**<br><br>*Sources of Evidence:*<br>Pre-Conference | The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. | The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. | The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. | The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. |
| | | The teacher does not use or only uses one measure of student performance. | The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery. | The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery. | Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth. |
| | **Evidence** | | | | |

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

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

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

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

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

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

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

| INSTRUCTIONAL PLANNING | | | | | |
|---|---|---|---|---|---|
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | **Evidence** | | | | |
| | **DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction)**<br><br>*Sources of Evidence:*<br>Pre-Conference Formal Observation Classroom Walkthroughs/Informal Observations | The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate | The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged. | The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group. | The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery. |
| | **Evidence** | | | | |
| | **RESOURCES (Standard 2: Content; Standard 4: Instruction)**<br><br>*Sources of Evidence:*<br>Pre-Conference Formal Observation Classroom Walkthroughs/Informal Observations Post-Conference | The teacher does not routinely use assessments to measure student mastery.<br><br>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion. | The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.<br><br>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion. | The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.<br><br>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification. | The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.<br><br>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly |

| INSTRUCTIONAL PLANNING | | | | | |
|---|---|---|---|---|---|
| | | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| | | | | | and seamlessly within the lesson and uses an alternative way to explain the concept. |
| | | The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding. | The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students. | The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students. | By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class |
| | | The teacher does not provide students with feedback about their learning. | Students receive occasional or limited feedback about their performance from the teacher. | The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality. | The teacher provides substantive, specific and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success. |
| | **Evidence** | | | | |

# SPEECH & LANGUAGE PATHOLOGIST RUBRIC
# (SLP)

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

# GUIDANCE COUNSELOR PERFORMANCE EVLUATION RUBRIC

## DOMAIN A: PLANNING AND PREPARING TO PROVIDE SERVICES

### A.1 The counselor acquires knowledge about individual students and uses information about the student's interests, abilities, academic needs, cultural heritage, and community to assist the student in maximum growth and development.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Acquisition of Information About Individual Students | • Counselor does not acquire knowledge of individual students. | • Counselor acquires detailed information about individual students from a variety of sources and in an ongoing manner. | • Counselor acquires extensive and detailed information about individual students from a variety of sources, and in an ongoing manner. |
| Use of Acquired Information | • Counselor planning shows little or no awareness of students' academic needs and learning styles, interests, cultural heritage and community backgrounds that would be demonstrated through the following:<br>* Flexible grouping;<br>* Activities that invite student interaction and choice;<br>* Strategies that address various learning styles, special needs and cultural heritage;<br>*Presentations and/or individual conferences that address strengths and gaps in student background and knowledge and skills.<br>• There is little evidence that the counselor uses achievement data or other assessment results to plan services for students.<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor clearly communicates how planning shows consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through most of the following:<br>* Flexible grouping;<br>Activities that invite student interaction and choice;<br>*Strategies that address various learning styles, special needs and cultural heritage;<br>*Presentations and/or individual conferences that address strengths and gaps in student background and knowledge and skills.<br>• Counselor uses achievement data and other assessment results to plan services to meet individual/group needs. | • Counselor clearly communicates how planning incorporates consideration for the students' academic needs and learning styles, interests, cultural heritage and community backgrounds as demonstrated through all of the following:<br>* Flexible grouping;<br>* Activities that invite student interaction and choice;<br>* Strategies that address various learning styles, special needs and cultural heritage;<br>* Presentations and/or individual conferences that address strengths and gaps in student background and knowledge and skills.<br>• Counselor analyzes and uses achievement data and other assessment results to plan services to meet individual/group needs. |

# GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

## DOMAIN A: PLANNING AND PREPARING TO PROVIDE SERVICES

### A.2 The counselor writes clear goals that address student's academic, career, and personal/social development and designs activities that enable all students to meet those goals.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Goals and Activities | • The counselor does not have written goals that target students' developmental needs.<br>-and/or-<br>• The counselor designs activities that provide limited opportunity for students to meet the goals. | • The counselor writes clear and measurable goals that target all of the students' developmental needs: academic, career, and personal/social.<br>• The counselor designs activities that are aligned to the goals and provide opportunity for students to meet the goals. | • The counselor writes clear and measurable goals that target all of the students' developmental needs: academic, career, and personal/social. The counselor shares these goals with the school community.<br>-and-<br>• The counselor designs activities that are aligned to the goals and provide opportunity for students to meet the goals. |

### A.3 The counselor provides feedback to students about their progress toward their developmental goals.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Feedback to students regarding progress toward developmental goals. | • The counselor provides little to no feedback to students about their progress toward academic, career, and personal/social development goals. | • The counselor provides accurate and specific feedback to students about their progress toward academic, career, and personal/social development. | • The counselor provides substantive, accurate, and specific feedback to students about their progress toward academic, career, and personal/social development goals. |

## GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

## DOMAIN B: CREATING AN ENVIRONMENT FOR PROVIDING SERVICES

### B.1 The counselor creates an inclusive and caring environment in which each individual is respected and valued.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Counselor Interaction with Students | • Counselor interactions with students are negative, demeaning, or inappropriate. | • Counselor interactions with all students demonstrate respect. Interactions are inclusive and appropriate. | • Counselor interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. |
| Interactions Among Individuals | • Counselor tolerates disrespectful interactions among individuals. | • Counselor encourages respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals.<br>-or-<br>• Interactions are respectful. | • Counselor encourages and/or reinforces positive and respectful interactions among individuals.<br>-or-<br>• Interactions are respectful. |

## DOMAIN B: CREATING AN ENVIRONMENT FOR PROVIDING SERVICES

### B.2 The counselor establishes effective routines and procedures, maintains a safe and orderly environment, and manages transitions to maximize services to students.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Routines/<br><br>Procedures | • Counselor uses procedures for managing student groups, supplies, and equipment that result in considerable loss of time on task.<br>• Materials to supplement the goals of the counseling session are not accessible.<br>• Counselor maintains an environment where hazards exist. | • Counselor establishes and uses effective routines and procedures for managing student groups, supplies, and/or equipment.<br>• Materials to supplement the goals of the counseling session are accessible.<br>• Counselor acts to maintain a safe environment. | • Counselor establishes and uses effective routines and procedures that incorporate student responsibility for managing student groups, supplies, and/or equipment.<br>• Materials to supplement the goals of the counseling session are easily accessible.<br>• Counselor acts to maintain a safe environment. |
| Transitions | • Counselor does not establish procedures for most transitions. Considerable time on task is lost. | • Counselor establishes and directs procedures for transitions. No time on task is lost. | • Counselor establishes procedures for managing seamless transitions incorporating student responsibility. No time on task is lost. |

## GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

### B.3 The counselor maintains professional standards of confidentiality.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Maintains professional standards of confidentiality | • The Counselor does not model or promote ethical practices for confidential communication. | • The counselor models and promotes ethical practices for confidential communication. | • The counselor models and promotes ethical practices for confidential communication.<br>-and-<br>• The counselor maintains adequate safeguards for privacy and confidentiality of information. |

## DOMAIN C: SERVICE DELIVERY FOR DEVELOPMENT

### C.1 The counselor identifies student concerns and gives guidance to the students in the selection of appropriate goals.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Identifying Concerns | • The counselor does not elicit the nature of the student's concern. | • The counselor usually elicits the nature of the student's concern. | • The counselor competently elicits the nature of the student's concern. |
| Goal Setting | • The counselor fails to provide information to students about setting appropriate goals. | • The counselor provides clear and accurate information about setting appropriate goals. | • The counselor provides clear and accurate information about setting appropriate goals and gives a rationale for doing so. |

### C.2 The counselor demonstrates skills and knowledge by using appropriate counseling techniques and strategies.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Techniques and Strategies | • Counselor uses counseling strategies that are ineffective and/or inappropriate. | • Counselor uses counseling strategies that are effective and appropriate. | • Counselor uses multiple approaches and a broad range of counseling strategies that are effective and appropriate. |

## GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

### C.3 The counselor uses appropriate resources and techniques to disseminate information and monitors and adjusts counseling/guidance to meet individual needs.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Resources | • The counselor provides no resource information. | • The counselor provides appropriate resource information. | • The counselor takes a leadership role in identifying and providing appropriate resource information. |
| Techniques | • The counselor uses techniques to disseminate information that are not appropriate for the situation. | • The counselor uses appropriate techniques to disseminate information.<br>• The counselor pursues active student involvement. | • The counselor uses appropriate techniques to disseminate information and creates situations that challenge students to access information independently.<br>• The counselor pursues active student involvement. |
| Monitoring and Adjustment | • Counselor fails to monitor or adjust activities/pacing to respond to differences in student needs. | • Counselor monitors and adjusts activities/pacing to respond to differences in student needs. | • The activities/pacing address the needs of the students.<br>-or-<br>• Counselor invites input from students in order to monitor and adjust/activities/pacing to respond to differences in student needs. |

## C.4 The counselor engages students in discourse and uses statements/thought-provoking questions to explore and extend knowledge.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Discourse | • Counselor permits off-topic discussions, or does not elicit student responses. | • Counselor initiates and leads discourse to explore and extend knowledge. | • Counselor structures and facilitates discourse between counselor and students and among students to explore and extend knowledge. |
| Thought-Provoking Statements and Questions | • Counselor frequently makes statements and/or asks questions that are inappropriate to goals of the session.<br>• Counselor frequently does not ask follow-up questions.<br>• Counselor frequently does not provide appropriate wait time.<br>• Counselor answers own questions. | • Counselor statements and/or asks thought-provoking questions that focus on the goals of the session.<br>• Counselor seeks clarification through additional questions.<br>• Counselor provides appropriate wait time. | • Counselor routinely makes statements and/or asks thought-provoking questions that focus on the goals of the session.<br>• Counselor seeks clarification and elaboration through additional questions.<br>• Counselor provides appropriate wait time. |

## GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

### C.5 The counselor provides timely, constructive feedback to students about their progress toward the goals of the session, using a variety of methods, and addresses student misconceptions.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Quality-Methods and Timeliness | • Counselor provides insufficient and/or inaccurate feedback to students about their progress toward the goals of the session.<br>-or-<br>• Feedback is not provided in a timely manner. | • Counselor provides accurate, specific, and timely feedback to students about their progress toward the goals of the session.<br>• Counselor provides feedback using a variety of methods. | • Counselor routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the goals of the session.<br>• Counselor provides feedback using a variety of methods and facilitates student self-assessment. |
| Student Misconceptions | • Counselor fails to address misconceptions. | • Counselor addresses misconceptions as they arise. | • Counselor anticipates and addresses misconceptions. |

### C.6 The counselor reflects upon the effectiveness of the intervention and uses that reflection in planning future activities.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Session Effectiveness | • Counselor misjudges and/or makes an inaccurate assessment of the session's effectiveness or the extent to which instructional goals were met.<br>-or-<br>• Counselor does not address the session observed.<br>-or-<br>• Counselor did not submit the Evidence of Reflection form.<br>• Counselor does not clearly communicate the explanation of the evidence. | • Counselor makes an accurate assessment of the session's effectiveness and the extent to which it achieved its goals by citing examples from the session.<br>• Counselor clearly communicates the explanation of the evidence. | • Counselor makes a thoughtful and accurate assessment of the session's effectiveness and the extent to which it achieved its goals, citing specific examples from the session, and strengths and/or weaknesses related to the goals of the session.<br>• Counselor clearly communicates the explanation of the evidence. |

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Student Engagement | • Counselor makes an inaccurate assessment of the level of student engagement.<br>• -or-<br>• Counselor did not submit the Evidence of Reflection form.<br>• Counselor does not clearly communicate the explanation of the evidence. | • Counselor makes an accurate assessment of the level of student engagement, listing positive and negative examples of student actions.<br>• Counselor clearly communicates the explanation of the evidence. | • Counselor makes a thoughtful and accurate assessment of the level of student engagement, addressing specific examples of positive and/or negative student actions.<br>• Counselor clearly communicates the explanation of the evidence. |
| Future Sessions | • Counselor does not explain why changes may or may not be necessary.<br>• Counselor gives up/ blames the students or environment for the students' lack of success.<br>-or-<br>• Counselor does not address the session observed.<br>-or-<br>• Counselor did not submit the Evidence of Reflection form.<br>• Counselor does not clearly communicate the explanation of the evidence. | • Counselor offers appropriate explanations for why the content and/or delivery of the session would not be changed in the future.<br>-and/or-<br>• Counselor offers appropriate explanations and specific suggestions for changes to the content and/or delivery of the session.<br>• Counselor clearly communicates the explanation of the evidence. | • Counselor offers insightful explanations for why the content and/or delivery of the session would not be changed in the future.<br>-and/or-<br>• Counselor offers insightful explanations and constructive suggestions for changes to the content and/or delivery of the session.<br>• Counselor clearly communicates the explanation of the evidence. |

# GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

## DOMAIN D: PROFESSIONALISM

### D.1 The counselor tracks service delivery to students.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Tracking Service Delivery | • Counselor does not track service delivery activities.<br>• Counselor does not submit required records/reports.<br>• Counselor does not clearly communicate the evidence. | • Counselor shows and clearly explains methods used to track service delivery activities.<br>• Counselor submits records/reports in a timely manner. | • Counselor shows and clearly explains methods used to systematically track service delivery activities.<br>• Counselor submits records/reports in a timely manner. |

### D.2 The counselor informs the family about the academic/social progress of the student, explains the counseling program, and

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Academic/Social Progress | • Counselor fails to communicate with the family concerning the student's academic and social progress.<br>-and/or-<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor maintains ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.<br>• The counselor's explanation of the evidence is clearly communicated. | • Counselor maintains on-going communication and promotes interactive communication with the family by providing information on both positive and negative aspects of the student's academic and social progress.<br>• The counselor's explanation of the evidence is clearly communicated. |
| Counseling Program | • Counselor provides inadequate/incorrect or no counseling to the family about the instructional program.<br>-and/or-<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor provides information to the family about the counseling program beyond that required by the school.<br>• The counselor's explanation of the evidence is clearly communicated. | • Counselor establishes a pattern of providing information and feedback to the family about the counseling program.<br>• The counselor's explanation of the evidence is clearly communicated. |
| Encouraging Family Involvement | • Counselor makes few or no attempts to encourage family involvement.<br>-and/or-<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor encourages family involvement in school-wide activities and in the student's learning.<br>• The counselor's explanation of the evidence is clearly communicated. | • Counselor creates opportunities for family involvement in school-wide activities and in the student's learning.<br>• The counselor's explanation of the evidence is clearly communicated. |

## GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC

### D.3 The counselor establishes and maintains professional relationships by engaging in discourse about professional issues with colleagues and professional associates, functioning as a member of instructional leadership groups, and participating in counselor, school initiatives, and district initiatives.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Discourse About Professional Issues | • Counselor does not engage in discourse about professional issues.<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor leads colleagues and professional associates in discourse about professional issues.<br>• The counselor's explanation of the evidence is clearly communicated. | • Counselor demonstrates a pattern of initiating, leading, and engaging colleagues and professional associates in discourse about professional issues.<br>• The counselor's explanation of the evidence is clearly communicated. |
| Development and Implementation of Decisions | • Counselor does not implement decisions made at the school or district level. | • Counselor participates in and provides support for developing and implementing decisions made at the school or district level. | • Counselor provides leadership in developing and implementing decisions made at the school or district level. |
| Participation in School Events | • Counselor does not participate in required counselor /school events and committees.<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor participates in multiple counselor /school events and/or committees in addition to those required.<br>• The counselor's explanation of the evidence is clearly communicated. | • Counselor assumes leadership roles in multiple counselor /school events and/or committees.<br>• The counselor's explanation of the evidence is clearly communicated. |
| Participation at the District Level | • Counselor does not participate in district initiatives.<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor participates in district initiatives and contributes to decision-making processes. The counselor disseminates information when appropriate.<br>• The counselor's explanation of the evidence is clearly communicated. | • Counselor demonstrates a pattern of participation in district initiatives and contributes to decision-making processes. The counselor disseminates information when appropriate.<br>• The counselor's explanation of the evidence is clearly communicated. |

## GUIDANCE COUNSELOR PERFORMANCE EVALUATION RUBRIC APPENDIX D-2

### D.4 The counselor improves content knowledge and counseling skills by participating in professional development activities and applying what is learned.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Obtains Content Knowledge | • Counselor does not participate in school/district professional development activities. | • Counselor participates in school/district professional development activities, and in additional activities designed to improve content knowledge or counseling skills. | • Counselor participates in school/district professional development activities, and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve content knowledge or counseling skills. |
| Application | • There is no evidence that the Counselor implements knowledge gained through professional development.<br>• The counselor's explanation of the evidence is not clearly communicated. | • Counselor consistently implements the knowledge gained through professional development.<br>• The counselor's explanation of the evidence is clearly communicated. | • Counselor consistently implements and applies the knowledge gained through professional development.<br>• The counselor's explanation of the evidence is clearly communicated. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN A: PLANNING AND PREPARING FOR LEARNING

### A.1: The school psychologist uses strategies to clarify and identify the problem and target behaviors.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Clarification | • The school psychologist does not provide strategies or data to clarify/identify academic and/or behavioral concerns. There is no input or direction from the school psychologist or recommendations do not match existing concerns. | • The school psychologist acquires strategies and data to clarify/identify academic and behavioral concerns and prioritizes those concerns Data/documentation is collected from teachers and/or the referring party. | • The school psychologist acquires strategies and data to clarify/identify academic and behavioral concerns. A written document reflecting concerns is generated from the referring party. |
| Collaborative Problem Solving | • The school psychologist does not communicate problem situations or definitions remain vague. Target behaviors, representing the level of performance the student will need to reach to meet expectations, are not specified. | • The school psychologist communicates problem situations in observable and measurable terms. Target behaviors are identified that represent the level of performance the student will need to reach to meet expectations. | • The school psychologist communicates in observable and measurable terms. The school psychologist asks guiding questions to help the team prioritize problems/behaviors to address target behaviors. Interventions and assessment procedures are identified to allow the student access to the general curriculum. |

### A.2: The school psychologist engages in systematic problem analysis, considering appropriate ecological variables (e.g., instructional level, classroom variables, attendance).

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Problem Analysis | • The school psychologist demonstrates limited knowledge in analyzing how or why the problem situation is occurring. | • The school psychologist guides the team to determine why the problem situation is occurring including consideration of the skills and behaviors of the child, his or her teacher, and the environmental context in which the problem situation is occurring. | • The school psychologist guides the team to obtain measurable data in order to identify why the problem situation is occurring including consideration of the skills and behaviors of the child, his or her teacher, and the environmental context in which the problem situation is occurring. He or she summarizes team decision-making frequently throughout the meeting in the interest of making the problem-solving process clear. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN A: PLANNING AND PREPARING FOR LEARNING

### A.3: The school psychologist demonstrates an awareness of resources and processes for referral to community and other agencies.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Awareness of Resources | • The school psychologist makes little or no effort to identify outside resources and processes for referral to community and other agencies. | • The school psychologist demonstrates an awareness of commonly used community agencies/resources and maintains a record of referral information, including phone numbers, contact person, and population served. | • The school psychologist systematically maintains a record of commonly used community resources/agencies and is able to share this information with key stakeholders in a timely manner.<br>• The school psychologist will contact the community resource/agency person to share information (with consent) and work cooperatively. |
| Facilitating Referrals | • The school psychologist does not maintain a record of widely used community resources and agencies and is unaware of procedures for referral to commonly used agencies/resources. | • The school psychologist readily shares resources with concerned key stakeholders and assists in implementing the referral process. | • The school psychologist provides this information to concerned key stakeholders and assists in expediting referrals to various resources/agencies. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

### B.1: The school psychologist uses effective oral communication strategies (e.g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) and written communication strategies.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Oral Communication | • The school psychologist uses ineffective oral communication strategies (e.g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) in day-to-day activities with key stakeholders. He or she gives poorly stated or inaccurate information that leads to misunderstandings by key stakeholders. | • The school psychologist uses effective communication strategies (e. g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) consistently in day-to-day activities with key stakeholders. Information can easily be understood by key stakeholders. | • The school psychologist uses appropriate and effective communication strategies (e.g., genuineness, listening, empathy, paraphrasing, questioning, handling conflict) and provides rationale for the use of these strategies.<br>• The school psychologist uses these skills consistently in day-to-day activities with key stakeholders. Information is well stated, accurate, clear, and concise and lends itself to easy understanding by key stakeholders. |
| Written Communication | • The school psychologist uses written communication strategies that are difficult to understand and do not allow for easy comprehension by key stakeholders.<br>• The school psychologist does not make use of technology to convey information. | • The school psychologist uses a range of written communication strategies that are clear, concise, and effective.<br>• The school psychologist uses technology to convey information to key stakeholders. | • The school psychologist uses a range of written communication strategies that are clear, concise, and effective and consistently uses technology to convey information to key stakeholders.<br>• The school psychologist is proficient in the use of technology and can use technological tools to enhance information flow. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN B: CREATING AN ENVIRONMENT FOR LEARNING

### B.2: The school psychologist participates in intervention planning and collaborates with the team to establish procedures for monitoring progress, when problem-solving as a team (e.g., Intervention Assistance Team, 504 Accommodation Plan Team, Behavior Plan Team).

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Intervention Planning | • The school psychologist makes little or no attempt to establish procedures to work with a team to develop an intervention plan. | • The school psychologist establishes and uses effective routines and procedures to be able to work with a team to develop an intervention plan. A list of possible intervention strategies is generated but not fully documented. | • The school psychologist establishes and uses effective routines and procedures to be able to work with a team to develop an intervention plan. A list of possible intervention strategies is generated and documented. |
| Teaming | • The school psychologist does not establish procedures for team decision-making. An intervention plan is created that fails to define the responsibilities and roles for individuals and the timeline for implementation and monitoring progress. | • The school psychologist participates within the team and helps with decision-making. A written intervention plan defines the responsibilities and roles for all individuals and the timeline for implementation and monitoring progress. Documentation for the plan and team members' activities is completed. | • The school psychologist participates within the team and helps in the clarification and decision-making process. A written intervention plan defines the responsibilities and roles for all individuals and the timeline for implementation and monitoring progress. Documentation for the plan and team members' activities is completed and available to participants. |

# SCHOOL PSYCHOLOGIST RUBRIC

## B.3: The school psychologist demonstrates awareness and application of federal rules and regulations (including FERPA, Section 504, IDEA and 99-457) and State Standards of Education.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Monitoring of Student Behavior Knowledge of Federal and State Rules | • The school psychologist demonstrates little or no knowledge of specific federal and state rules. he or she is not aware of the requirements of informed consent, confidentiality, and due process.<br>• The school psychologist is not able to discuss the essential concepts of IDEA. | • The school psychologist refers to specific federal and state rules verbally and in writing, using appropriate terms when needed in public and nonpublic school settings (across a wide range of ages and disability conditions). He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process.<br>• The school psychologist is able to discuss the essential concepts of IDEA including the definition of LRE and FAPE | • The school psychologist refers to specific federal and state rules verbally and in writing, using appropriate terms when needed in public and nonpublic school settings (across a wide range of ages and disability conditions). He or she ensures that informed consent has been obtained from parents and/or guardians, including clear and concise explanations of confidentiality and due process. |
| Advocacy | • The school psychologist fails to follow the ethical guidelines of his or her professional organization. | • The school psychologist fails to follow the ethical guidelines of his or her professional organization and is able to provide supporting evidence of ethical practice and child advocacy. | • The school psychologist is aware and follows ethical guidelines of his or her professional organization and is able to discuss and provide supporting evidence of ethical practice and child advocacy. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN C: TEACHING FOR LEARNING

### C.1: The school psychologist, with the problem-solving team, considers interventions and their outcomes and is guided by a problem-solving approach when planning assessment.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Sequential Problem Solving | • The school psychologist communicates little or nothing to a sequential problem-solving approach to clarify/identify academic and behavioral concerns and to analyze how and why they are occurring. Interventions were not developed and monitored. | • The school psychologist, with the problem-solving team, clearly and accurately communicates a sequential problem-solving approach in which academic and behavioral concerns are clarified/identified and analyzed as to how and why they may be occurring. Interventions are suggested but not thoroughly discussed as part of the intervention planning. | • The school psychologist, with the problem-solving team, clearly and accurately communicates a sequential problem-solving approach in which academic and behavioral concerns are clarified/identified and analyzed as to how and why they may be occurring. Organized documentation of interventions (i.e., who did what by when) and their outcomes are used for intervention planning.<br>• The school psychologist guides the teacher through the problem-solving model. |
| Instructional directions and procedures<br>Assessment Linked to Intervention | • The school psychologist uses a limited array of assessment tools. Each student is assessed in the same manner regardless of his or her unique needs. Assessment is not linked to subsequent intervention strategies and/or Individualized Education Program (I.E.P.) goals and objectives. | • The school psychologist clearly uses assessment tools based upon the unique needs of the student. Assessment activities are linked to subsequent intervention strategies and/or Individualized Education Program (I.E.P.) goals and objectives. | • The school psychologist clearly and accurately uses assessment tools that are based upon the unique needs of the student. Assessment activities are linked to subsequent intervention strategies and/or Individualized Education Program (I.E.P.) goals and objectives. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN C: TEACHING FOR LEARNING

### C.2: The school psychologist considers classroom and instructional variables, cultural and family variables, and other contributing factors in assessment. He or she demonstrates technical proficiency in selecting, administering, and interpreting assessment instruments.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Instructional Strategies & Content Knowledge Contributing Factors | • The school psychologist makes little or no effort to consider classroom and instructional variables, cultural and family variables, and other contributing factors in assessment. Assessment occurs in a vacuum. | • The school psychologist considers and can discuss classroom variables and instructional variables relevant to the student when gathering and interpreting assessment data. Cultural variables and family variables are considered in assessment. | • The school psychologist documents and can discuss classroom variables, and instructional variables, and instructional variables relevant to the student when gathering and interpreting assessment data. Cultural variables and family variables data. Cultural variables and family variables are considered in assessment. A hypothesis regarding any academic and/or social target behaviors is developed through a functional behavioral assessment as needed. |
| Valid Assessment and Interpretation | • The school psychologist uses the same assessment instrument for all children regardless of their age, cultural, primary language, and suspected disability. He or she administers the assessment in a haphazard and non-standardized fashion.<br>• The school psychologist offers no interpretation of the results. | • The school psychologist selects an assessment instrument that is valid, given the age, culture, primary language, and suspected disability of the child. He or she administers the assessment instrument(s) in a standardized fashion and is able to discuss the limitations of the instrument, when asked. | • The school psychologist selects one or more assessment instruments to enhance the validity of their evaluation, given the age, culture, primary language, and suspected disability of the child. He or she administers the assessment instrument(s) in a standardized fashion and provides an accurate interpretation.<br>• The school psychologist discusses and includes a written statement regarding the limitations of the instrument in cases where validity or reliability is in question. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN C: TEACHING FOR LEARNING

### C.3: The school psychologist participates as a team member with parents and school personnel after the team completes a Multi-factored Evaluation (MFE). He or she participates as a member of the I.E.P./Services Plan team, when an initial I.E.P./Services Plan is developed and at the request of the parent or I.E.P. team.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Conceptual Understanding Conferencing | • The school psychologist briefly attends a conference with parent/guardian after completing a MFE. Appropriate forms are not completed and no information is provided.<br>• The school psychologist does not contribute all appropriate information to the I.E.P. team in a clear, professional manner. | • The school psychologist facilitates a conference with parent/guardian after completing a MFE. He or she is prepared with appropriate forms completed. Assessment information is reviewed. | • The school psychologist facilitates a conference with parent/guardian and school personnel after completing a MFE. He or she is prepared with appropriate forms completed. Assessment information is reviewed and questions are answered thoroughly in understandable terms.<br>• The school psychologist contributes appropriate information to the I.E.P. team in a clear, professional manner. |
| Extension of Thinking Contributing to I.E.P. | • The school psychologist does not contribute to the development of the initial I.E.P. No consultation with members of the I.E.P. team is provided. | • The school psychologist contributes to the development of the initial I.E.P. when appropriate. He or she provides consultation, but no written information, to I.E.P. team members. Information generated by the school psychologist through his or her part of the MFE assists the I.E.P. team in determining appropriate goals and objectives for each student. | • The school psychologist does not necessarily write the initial I.E.P., but contributes his or her expertise through consultation and written information with the I.E.P. team member(s) based on the needs of each individual student.<br>• The school psychologist's contribution to the MFE identifies strengths, educational needs, and implications for instruction that guide the writing of an I.E.P. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN C: TEACHING FOR LEARNING

### C.4: The school psychologist uses appropriate group or individual counseling techniques and behavior planning. He or she assesses and modifies plans as needed.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Discourse Counseling and Behavior Planning | • The school psychologist makes little or no effort to assist in developing counseling or behavior plans for students. | • The school psychologist assists teams with developing counseling plans and assists teams in writing behavior plans for students, based on identified needs relating to a disability or school adjustment (using baseline and/or intervention data). | • The school psychologist develops and implements counseling plans and assists team members to understand the student's needs relating to a disability or school adjustment issue. |
| Progress Monitoring | • The school psychologist does not complete progress reports and regularly scheduled reviews for counseling and behavior plans. | • The school psychologist uses observable, measurable criteria to monitor progress on a regular schedule, as described in an intervention plan, I.E.P., or Service Plan. Activities and materials are planned with the individual needs of the student as a primary focus. The dynamics of the individual and group interactions are monitored and this information is used to guide future planning.<br>• The school psychologist generates progress reports and engages in regularly scheduled reviews. | • The school psychologist uses observable, measurable criteria to monitor progress on a regular schedule, as described in an intervention plan, I.E.P., or Service Plan. Research-based activities and materials are planned with the individual needs of the student as a primary focus. The dynamics of the individual and group interactions are monitored and data-based decisions guide future planning.<br>• The school psychologist participates in team meetings and/or provides clearly written progress reports and regularly scheduled reviews. |

### C.5: The school psychologist provides timely, constructive feedback to student/family about progress toward the goals of the session, using a variety of methods, and addresses misconceptions

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Quality-methods and timelines | • The school psychologist provides insufficient and/or inaccurate feedback to students about their progress toward the goals of the session.<br>-or-<br>• Feedback is not provided in a timely manner. | • The school psychologist provides accurate, specific, and timely feedback to students about their progress toward the goals of the session.<br>• The school psychologist provides feedback using a variety of methods. | • The school psychologist routinely provides substantive, accurate, specific, and timely feedback to students about their progress toward the goals of the session.<br>• The school psychologist provides feedback using a variety of methods and facilitates student self-assessment. |

## SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN C: TEACHING FOR LEARNING

### C.6: The school psychologist reflects upon the effectiveness of the intervention and uses that reflection in planning future activities.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Session Effectiveness | • School Psychologist misjudges and/or makes an inaccurate assessment of the session's effectiveness or the extent to which instructional goals were met. | • School Psychologist makes an accurate assessment of the session's effectiveness and the extent to which it achieved its goals by citing examples from the session.<br>• School Psychologist clearly communicates the explanation of the evidence. | • School Psychologist makes a thoughtful and accurate assessment of the session's effectiveness and the extent to which it achieved its goals, citing specific examples from the session, and strengths and/or weaknesses related to the goals of the session.<br>• School Psychologist clearly communicates the explanation of the evidence. |

## DOMAIN D: PROFESSIONALISM

### D.1: The school psychologist provides documentation of scheduled service time.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Scheduling | • The school psychologist makes no efforts to communicate schedule changes to administrators or team members. | • The school psychologist adheres to the weekly schedule developed to accommodate staffing needs.<br>• The school psychologist clearly communicates schedule changes to administrators or team members. | • The school psychologist adheres to the schedule developed to accommodate staffing needs.<br>• The school psychologist clearly communicates schedule changes to administrators and team members. |

# SCHOOL PSYCHOLOGIST RUBRIC

## DOMAIN D: PROFESSIONALISM

### D.2: The school psychologist demonstrates awareness of Revere Local Schools' policies and procedures and participates in crisis intervention planning, procedures, and programs (i.e., building-wide and/or individual child crisis).

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Applies District Knowledge | • The school psychologist is unable to refer to specific BBH policies and procedure and contributes to confusion or discord in situations with parents or teacher teams. | • The school psychologist can refer to BBH policies and procedures using appropriate terms and in a variety of situations. Reference to BBH guidelines is made among teams of teachers and parents during collaborative problem-solving efforts. | • The school psychologist refers to BBH policies and procedures using appropriate terms and in a variety of situations. BBH guidelines are shared with teams of teachers and parents during collaborative problem-solving efforts. |
| Follows District Procedures | • The School psychologist demonstrates a limited understanding of BBH guidelines results in ineffective collaboration and a failure to complete work responsibilities. | • The school psychologist demonstrates an understanding of BBH guidelines relevant to day-to-day practices is demonstrated by effective collaboration with team members to solve problems, the creation of critical documents, and the completion of work responsibilities. | • The school psychologist demonstrates an understanding of BBH guidelines relevant to day-to-day practices is demonstrated by effective collaboration with team members to solve problems, the creation of critical documents, the completion of work responsibilities, and the contribution to work groups on specific problems within the system. |

## DOMAIN D: PROFESSIONALISM

### D.3 The school psychologist collaborates with parents, teachers, school personnel (other special services personnel, principals), and community agencies.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Collaborative/Partnership Role | • The school psychologist fails to provide a collaborative/partnership role among parents, teachers, school personnel, and community agencies. | • The school psychologist provides an accurate, and specific collaborative/partnership role among parents, teachers, school personnel, and community agencies. | • The school psychologist provides a substantive, accurate, and specific collaborative/partnership role among parents, teachers, school personnel, and community agencies. |

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Consensus Seeking | • The school psychologist does not encourage mutual goals, parity among participants, shared participation, shared accountability, and shared resources. | • The school psychologist emphasizes mutual goals, parity among participants, shared participation, shared accountability, and shared resources.<br>• The school psychologist seeks consensus initially, but does not actively persist throughout the meeting in maintaining a collaborative/partnership role, when it does not exist. | • The school psychologist establishes mutual goals, parity among participants, shared participation, shared accountability, and shared resources.<br>• The school psychologist persists throughout the meeting in actively seeking consensus and maintaining a collaborative/partnership role. |

## DOMAIN D: PROFESSIONALISM

### D.4: The school psychologist demonstrates commitment to on-going professional development. He or she has a personal professional development plan and supports the skill development of key stakeholders by engaging in staff development activities (e.g., presentations to staff or parents, on-going technical assistance).

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Ongoing Professional Development | • The school psychologist does not attend mandatory training on topics related to professional practice. | • The school psychologist attends local training on topics related to professional practice. | • The school psychologist attends training on topics related to professional practice. A written record of conferences is maintained and current relevant information learned from conferences is available and shared with colleagues. |
| Presenting to Key Stakeholders | • The school psychologist develops presentations, when appropriate, that are not developed with appropriate written materials for key stakeholders. | • The school psychologist develops presentations, when appropriate, with written materials for key stakeholders on topics related to student needs. | • The school psychologist develops clear and accurate presentations, when appropriate, with written materials for key stakeholders on topics related to student needs. |

# MEDIA SPECIALIST RUBRIC

## DOMAIN A: PROGRAM ADMINISTRATION AND MANAGEMENT

### A.1 Develops and maintains written policies and procedures on information issues (selection, challenges, acceptable use, controversial materials) reflecting legal guidelines and professional ethics.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Policies and Procedures | • SLMS/TL is not completely familiar with board adopted policies regarding materials selection, challenges, acceptable use, and including of controversial materials. Librarian has insufficient knowledge of legal guidelines in regard to these policies. | • SLMS/TL is familiar with all board adopted policies regarding materials selection, challenge, acceptable use, inclusion of controversial materials. SLMS/TL follows legal guidelines in regard to these policies. | • SLMS/TL regularly reviews all board-adopted policies regarding materials selection, challenges, acceptable use, and including of controversial materials. Librarian actively solicits staff input in development and revision of such policies. Librarian is aware of and closely follows and interprets legal guidelines regarding such issues. |

### A.2 Establishes effective routines and procedures in order to maintain an inclusive and caring library media center

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Routines and procedures for effective environment | • SLMS/TL does not establish procedures and routines that effectively manage student groups, library materials, and/or equipment. The environment of the media center does not foster and support productive and focused learning. | • SLMS/TL establishes and uses effective routines and procedures for managing student groups, library materials, and/or equipment that create a productive and welcoming atmosphere. | • SLMS/TL establishes and uses effective routines and procedures that incorporate managing student groups, library materials, and/or equipment. The environment stimulates and supports productive and focused learning. |

### A.3 Establishes and maintains consistent standards of media center behavior that are conducive to learning.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Student interactions and behavioral expectations | • SLMS/TL's interactions with students are generally appropriate but at times negative. Behavioral expectations and rules for conduct are not clearly communicated. | • SLMS/TL's interactions with students demonstrate respect. Interactions are inclusive and appropriate. Behavioral expectations and rules for conduct are communicated and published for students. | • SLMS/TL's interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. Behavioral expectations and rules for conduct are clearly articulated and published in the student handbook. |

# MEDIA SPECIALIST RUBRIC

## DOMAIN A: PROGRAM ADMINISTRATION AND MANAGEMENT

### A.4 The Implements effective methods of circulation and maintenance of all materials and instructional equipment to assure optimum use.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Circulation and maintenance of materials/equipment | • SLMS/TL does not maintain or organize circulation records. Librarian is not proficient at utilizing all the features of the current library automation software system. The collection of materials is not regularly inventoried or weeded. Equipment repair issues are not addressed. | • SLMS/TL organizes circulation records and procedures in compliance with school policy. Librarian utilizes most features of current library automation/circulation software. Materials and equipment are inventoried and weeded occasionally. Equipment repair is handled adequately. | • Librarian organizes circulation records and procedures in compliance with school policy. Librarian expertly utilizes all features of current library automation/circulation software. Materials and equipment are inventoried and weeded on a regular basis. A procedure for timely repair of equipment is utilized regularly. |

### A.5 Organizes reports, budgets, policies and circulation according to district policy.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Reports, budgets, policies and circulation | • SLMS/TL rarely or never prepares reports for the principal and administration. District and building budget procedures are not closely followed. Allocation of the library budget is not closely mapped to curricular needs. Deadlines for spending are not followed consistently. | • SLMS/TL sometimes prepares reports for the principal and administration. District and building budget policies are followed adequately and spending deadlines are followed. Allocation of the media budget is mapped in general to curricular needs. | • SLMS/TL complies with district and school budget policies and consistently meets deadlines for spending. Allocation of library funds is closely mapped to curricular needs. Librarian prepares and disseminates clear and effective reports for the principal and administration on a regular basis. |

# MEDIA SPECIALIST RUBRIC

## DOMAIN B: COLLECTION DEVELOPMENT AND CURRICULAR SUPPORT

### B.1 Collaboratively develops, evaluates, and maintains a well-balanced collection to support curriculum, reflect students' interests, and meet diverse needs of learners.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Collection development | • SLMS/TL does not seek input from staff and students for collection development purposes. SLMS/TL makes minimal effort to provide a balanced resource collection. SLMS/TL makes some effort to provide for a current and relevant collection. | • SLMS/TL seeks input from staff and students for collection development purposes. SLMS/TL makes available a balance of resource types for students to use for research and other studies. SLMS/TL is aware of collection needs and selects resources accordingly to provide a current and relevant collection. | • SLMS/TL actively seeks input from faculty and students regarding resources to be purchased for the collection. SLMS promotes and makes available a balanced collection of a variety of resource types that support the curriculum, foster life-long learning, and provide for personal pursuits. SLMS maps collection to curriculum and continuously monitors and provides for a contemporary and relevant collection in each subject area. |

### B.2 Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Access to information | • SLMS/TL does not effectively use an online public access catalog (OPAC) to make media resources available to staff and students. SLMS does not make media center resource or media center services easily accessible during and beyond the school day. Interlibrary loan is not facilitated within the district or with public and college library systems. | • SLMS/TL provides and maintains an all-inclusive online public access catalog (OAC) which is networked and accessible within and outside of the media center. SLMS/TL makes all Media Center resources accessible within the school, the district, and the community. Interlibrary loan is utilized within the district, the public and college library systems. The media center is accessible to students during the school day. | • SLMS/TL actively provides, maintains, and promotes an all-inclusive online public access catalog (OPAC) which is networked and accessible within and outside of the media center. SLMS/TL actively, effectively, and continually promotes all Media Center resources and makes them optimally accessible within the school, the district, and the community. Interlibrary loan is actively utilized within the district, the public and college library systems. The media center is openly accessible to students as much as possible during and beyond the school day. |

# MEDIA SPECIALIST RUBRIC

## DOMAIN B: COLLECTION DEVELOPMENT AND CURRICULAR SUPPORT

### B.3 Organizes, arranges, and promotes all resources to provide easy access and encourage use.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Resources for easy access | • Books and other media center resources are not organized effectively and access to materials is compromised. Promotional activities and displays are seldom arranged. An accurate shelf list and inventory is not maintained. | • Most resources are organized in a manner to make them easily accessible to students and staff members. Promotional displays and thematic activities are regularly arranged. A shelf list and inventory is maintained. | • SLMS/TL communicates creatively and effectively through a variety of venues to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL is an active and positively vocal advocate of the media center program. |

### B.4 Clearly communicates mission, goals, programs, and functions of the media center through a variety of venues.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Communication of mission | • SLMS/TL does not regularly communicate to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL is not an active advocate the resources and services of the media center program. | • SLMS/TL communicates through a variety of venues to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL works to advocate the resources and services of the media center program. | • SLMS/TL communicates creatively and effectively through a variety of venues to promote and inform the staff, students, and community of the Media Center's programs, functions, mission, and goals. SLMS/TL is an active and positively vocal advocate of the media center program. |

### B.5 Uses current standard methods of cataloguing and circulating media center materials.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Cataloguing and circulating materials | • SLMS/TL classifies and catalogs all media center resources but is rarely consistent in using standard acceptable methods. SLMS/TL does not keep current with library automation software modules. New materials are not processed in a timely fashion. | • SLMS/TL classifies and catalogs all media center materials according to current standards of the ALA guidelines and current software in place. SLMS/TL is proficient at utilization of current library management/automation software system. Materials are processed in a timely fashion. | • SLMS/TL classifies and catalogs all media center materials according to current standards of the ALA guidelines and specifications of the current software in place. The SLMS is a proactive leader in utilization of library management/automation software system. Materials are immediately available to be accessed by staff and students. |

# MEDIA SPECIALIST RUBRIC

## DOMAIN C: TEACHING FOR LEARNING

### C.1 Acquires and utilizes knowledge of the ACS for all curricular areas. Integrates information, media, and technology literacy into the curriculum across all grade levels and content areas as detailed in the BBHCSD Media Centers' COS and ODE Guidelines for Effective School Libraries.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Integration of information across curricular areas | • SLMS/TL does not acquire sufficient information about the Academic Content Standards for each curricular area and grade level and does not regularly incorporate the principles of the Media Center Course of Study into the curricular areas. | • SLMS/TL acquires detailed information about be Academic Content Standards for each curricular area and grade level and regularly incorporates the principles of the Media Center Course of Study into each of these areas on a regular basis. | • SLMS/TL acquires extensive and detailed information about the Academic Content Standards for each curricular area and grade level and regularly and consistently incorporates the principles of the Media Center Course of Study into every curricular area in an ongoing manner. |

### C.2 Collaborates with teachers to implement standards-based instruction for students, individuals and/or groups.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Collaboration | • SLMS/TL does not consult or communicate regularly or effectively with the curricular area teachers. Lessons are not collaboratively designed and are not clearly articulated or aligned correctly with the standards. Standards for the curricular area and the media component are not adequately identified or addressed. Activities designed fall short of achieving the goals of the lesson. | • SLMS/TL works to consult and communicate with teachers in all curricular areas before designing and writing lesson plans. Collaborative lessons are designed with clear instructional objectives that are aligned with the standards. Standards for the curricular lesson and the media center component are generally identified and activities to address these components and are designed to achieve the goals of the lesson. | • SLMS/TL effectively and regularly consults and communicates with teachers in all curricular areas before designing and writing lesson plans. Collaborative lessons are designed with clear instructional objectives that are aligned with the standards. Standards for the curricular lesson and the media center component are correctly identified. Creative and diverse activities geared to the learning style and abilities of the student group are designed to ensure achievement of the goals of the lesson. |

# MEDIA SPECIALIST RUBRIC

## DOMAIN C: TEACHING FOR LEARNING

### C.3 Ensures that learning goals and instructional procedures are clear to students.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Learning goals and instructional procedures | • SLMS/TL selects and designs instructional goals with activities that set expectations but are not clearly focused on meeting standards within the curriculum. Learning goals are not clearly articulated to students. Librarian does not make clear connections the ODE Library Guidelines and the Media COS. | • SLMS/TL designs and writes lesson plans with clear instructional goals. Goals are articulated to students in a clear fashion. Activities are planned that establish high expectations for student performance and provide opportunities for students to make continuous progress toward meeting the standards-based learning goals. Curricular connections are made to the ODE Library Guidelines and the Media COS. | • SLMS/TL designs and writes lesson plans with clear and measurable instructional objectives that are aligned with the standards. These goals are clearly and logically articulated to students at the onset of the lesson. Instructional goals are coordinated with activities that establish high expectations for student performance and provide opportunities for students to make continuous progress toward meeting or exceeding standards. Curricular connections are consistently made to ODE Library Guidelines and the Media COS. |

### C.4 Encourages and engages students in reading, viewing, and listening for enjoyment, enrichment, and understanding

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Engaging students | • SLMS/TL provides reading materials for staff and students. SLMS/TL does not routinely assist students and staff in selection of reading materials. Promotional activities regarding reading and literature are not planned. SLMS/TL is not involved in suggestion of supplemental reading materials to staff members. | • SLMS/TL selects and provides appropriate reading materials for students. SLMS/TL assists students and staff in selection of reading materials based on individual needs. SLMS provides opportunities for reading activities using different techniques. SLMS/TL assists teachers in selection of supplemental reading materials. | • SLMS/TL selects and provides a variety of quality age-appropriate reading material for students. SLMS/TL actively assists students and staff in the selection or reading material based on abilities, reading level, interests, and information needs. SLMS/TL creatively and continually facilitates reading activities using a wide array of activities. SLMS/TL continually assists teachers in selection of high-quality literature to supplement and enrich their curricular studies. |

## DOMAIN C: TEACHING FOR LEARNING

### C.4 Supports diverse learning abilities, styles, and individual needs. Fosters individual and collaborative inquiry.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Diverse learning and inquiry | • SLMS/TL's lessons, planning, and interactions with students do not demonstrate a clear awareness of students' academic needs, learning styles, interests, heritage, and community backgrounds. SLMS/TL's does not utilize a variety of effective techniques to foster individual and collaborative inquiry for learning. | • SLMS/TL utilizes lessons, planning and interactions with students that demonstrate awareness of students' academic needs and learning styles, interests, heritage, and community backgrounds. SLMS/TL implements activities that invite student interaction and choice, strategies that address various learning styles and special needs, instruction that addresses strengths and weaknesses in student background and knowledge and skills. | • SLMS/TL clearly utilizes lessons, planning, and interactions with students that demonstrate astute awareness of students' academic needs and learning styles, interests, heritage, and community backgrounds. SLMS/TL utilizes a variety of effective activities that invite student interaction and choice, strategies that address various learning styles and special needs, instruction that addresses strengths and weaknesses in student background knowledge and skills. |

### C.6 Uses a variety of techniques to assess student achievement, provides constructive feedback, and reflects upon the effectiveness of a project or lesson.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Student achievement | • Assessment criteria and/or performance standards are not clearly communicated to students. Task-specific criteria are not clearly articulated to students for achievement of the various performance levels. Inadequate methods are utilized for assessing student achievement. Lessons are not revised and reviewed based on assessment results. | • SLMS/TL communicates assessment criteria and/or performance standards to students. SLMS/TL communicates the task-specific criteria for various performance levels. SLMS/TL evaluates student achievement using a variety of methods and revises lessons accordingly. | • SLMS/TL clearly and accurately communicates assessment criteria and/or performance standards to students. SLMS/TL communicates the task-specific criteria for various performance levels. SLMS/TL utilizes a variety of tools to assess student achievement and revises lessons accordingly. |

# MEDIA SPECIALIST RUBRIC

DOMAIN 0: PROFESSIONALISM

## D.1 Communicates with staff and school community to inform them of new and existing resources as well as policies, events, and activities organized and offered through the media center.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Communication | • SLMS/TL minimally communicates with staff, students, and the community of the school area, to inform and promote the media center's resources and services.<br>• Communications lack variety and do not address all of the stakeholders of the school community served by the media program. | • SLMS/TL regularly communicates with staff, students, and the community of the school area, to inform and promote the resources, activities, and services of the media center. Communications are varied in content, intent, and address the various stakeholders served by the media program. | • SLMS/TL creatively, effectively, and regularly communicates with students, staff, and the community in general to inform and promote the variety of new and existing media center resources, activities, and services. Communications are creative and varied in content, intent, and adapted to a variety of audiences served by the media center. |

## D.2 Provides flexible and equitable access to information, ideas, and resources for learning and personal interests during and beyond the school day as much as is possible.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Resources for flexible and equitable access | • SLMS/TL does not maintain an effective virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are not actively promoted. The media center is open and available to staff and students during the school day. The environment of the media center is not positive and welcoming. | • SLMS/TL utilizes and promotes use of a virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are actively promoted regularly. The media center is open and available to staff and students as much as is possible during and beyond the school day. A positive and welcoming media center environment is maintained. | • SLMS/TL effectively utilizes and promotes use of an effective and useful virtual library presence (Media Center Web Page) to maximize access to media center resources. Media Center resources and services are actively and creatively promoted regularly. The media center is open and available to staff and students as much as is possible during and beyond the school day. A positive and welcoming media center environment is continually maintained. |

# MEDIA SPECIALIST RUBRIC

## DOMAIN D: PROFESSIONALISM

### D.3 Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| Professional relationships to coordinate learning activities | • SLMS/TL does not follow a consistent pattern of initiating and engaging other staff members in a discourse about professional issues and integrated student learning opportunities. SLMS/TL does not consistently connect classroom application of knowledge gained through integration of the media program and resources into the curriculum. | • SLMS/TL demonstrates a consistent pattern of initiating, leading, and engaging other staff members in discourse about professional issues and integrated student learning opportunities. SLMS/TL implements and describes classroom applications of knowledge gained through integration of the media program and resources into the curriculum. | • SLMS/TL demonstrates an active, effective, and consistent pattern of initiating, leading, and engaging other staff members in discourse about professional issues and integrated student learning opportunities. SLMS/TL consistently implements and describes classroom applications of knowledge gained through integration of the media program and resources into the curriculum. |

### D.4 Offers regular in-service opportunities to staff members regarding effective utilization and features of all types of library media resources and available technology.

| Elements | Needs Improvement (1) | Proficient (2) | Exceeds Expectations (3) |
|---|---|---|---|
| In-service opportunities | • SLMS/TL exhibits minimal effort at arranging regular in-service activities to staff members that are geared toward the various curricular areas.<br>• Demonstrations of optimum use of the available technology and media center resources are not effectively conducted. Curricular connections to resources and units of study are not strongly stressed. | • SLMS/TL arranges a variety of in-service activities to staff members geared toward each curricular area. Effective utilization of technology and optimum use of all available resources are stressed by demonstrating practical integration of these tools into the various curricular areas and units of study. | • SLMS/TL actively and regularly arranges a variety of in-service activities to staff members geared toward each curricular area. Effective utilization of technology and optimum use of all available resources are stressed by demonstrating practical integration of these tools into the various curricular areas and units of study. |

# INFORMAL OBSERVATION (WALKTHROUGH)

## 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**

FINAL March 27, 2020

# FINAL SUMMATIVE RATING OF TEACHER EFFECTIVENESS

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## Final Holistic Rating of Teacher Effectiveness—Full Evaluation

| | INEFFECTIVE | DEVELOPING | SKILLED | ACCOMPLISHED |
|---|---|---|---|---|
| **Formal Holistic Observation** (followed by conference) | ☐ | ☐ | ☐ | ☐ |
| **Formal Focused Observation**<br><br>**Focus Area(s):**<br>☐Focus for Learning<br>☐Knowledge of Students<br>☐Lesson Delivery<br>☐Classroom Environment<br>☐Assessment of Student Learning<br>☐Professional Responsibilities | ☐ | ☐ | ☐ | ☐ |
| **Professional Growth Plan (or Improvement Plan) Goal(s):**<br>(Goal prepopulates from the earlier entry) | | | | |
| **Evaluator Comments:** | | | | |
| **Teacher Comments:** | | | | |
| **Final Holistic (Overall) Rating** | INEFFECTIVE | DEVELOPING | SKILLED | ACCOMPLISHED |
| | | | | |

☐Check here if Improvement Plan has been recommended.

**Teacher Signature** _____ **Date** _____

**Evaluator Signature** _____ **Date** _____

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

| **Professional Growth Plan Goal(s) Alignment:** | **Dates:** | |
|---|---|---|
| **Mark Domain Area(s):**<br>☐Focus for Learning<br>☐Knowledge of Students<br>☐Lesson Delivery<br>☐Classroom Environment<br>☐Assessment of Student Learning<br>☐Professional Responsibilities<br><br>**Focus Area(s) Comments:** | Date of Observation:<br><br>Date of Conference:<br><br>**Comments:** | |
| **Professional Growth Plan Goal(s):** | (Goal(s) prepopulate from previous entry) | |
| **Progress on Professional Growth Plan Goal:** | ☐Progress Made<br><br>(By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.) | ☐Insufficient Progress Made<br><br>(By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.) |
| **Evaluator Comments:** | | |
| **Teacher Comments:** | | |

| **Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal**<br>• **Carry forward from previous rating** | INEFFECTIVE | DEVELOPING | SKILLED | ACCOMPLISHED |
|---|---|---|---|---|
| | | | | |

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

☐Check here if Improvement Plan has been recommended.

**Teacher Signature** _____ **Date** _____

**Evaluator Signature** _____ **Date** _____

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## Professional Growth Plan

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

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

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

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

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

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

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

Comments:

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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## Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____

Building: _____

Date of Improvement Plan Conference: _____

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

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

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

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

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

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

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

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

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

| |
|---|
| |

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

| |
|---|
| |

**Comments:**

Date for Improvement Plan to be evaluated: _____

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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

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**Improvement Plan: Evaluation of Plan**

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

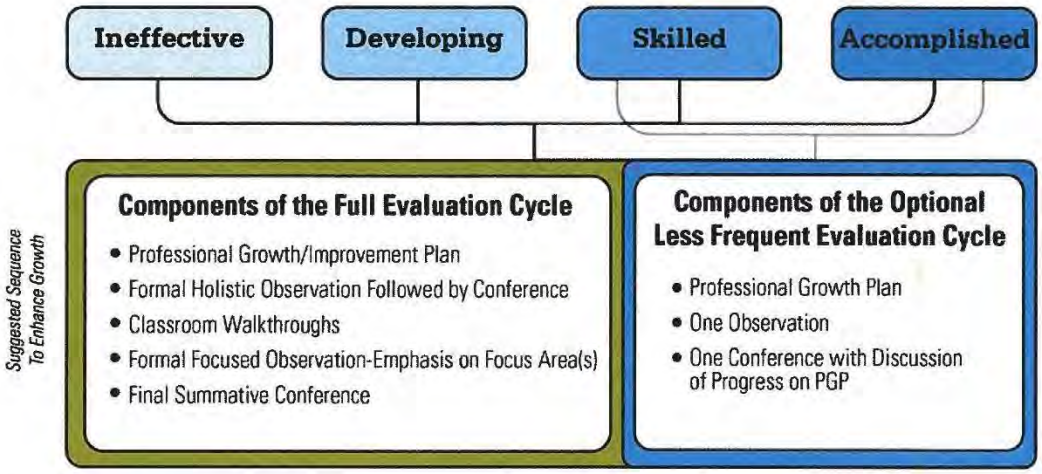
*The evaluator's signature on this form verifies the proper procedures as detailed in the local contract have been followed.*

Ohio Department of Education

# Ohio Teacher Evaluation System (OTES 2.0) Framework*

The State Board of Education values the importance of promoting educator professional growth that leads to improved instructional performance and student learning. OTES 2.0 is a professional growth model and is intended to be used to continually assist educators in enhancing teacher performance. An effective professional growth model considers a teacher's instructional strengths, while supporting identified areas for improvement according to the profile of each educator. This process is to be collaborative, ongoing and supportive of the professional growth of the teacher.

Each teacher will be evaluated according to Ohio Revised Code and the ***Ohio Teacher Evaluation Framework,*** which is aligned with the ***Ohio Standards for the Teaching Profession*** adopted under state law. Using multiple factors set forth in the Framework, the teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the ***Teacher Performance Evaluation Rubric***.




## Essential Components

Essential components of the full evaluation consist of a Professional Growth Plan or Improvement Plan, two required conferences, two formal observations of at least 30 minutes each and at least two classroom walkthroughs. See details below:

- One Formal Holistic Observation, followed by a conference;
- 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 Summative Conference.

## Professional Growth and Improvement Plans

**Either a Professional Growth Plan or an Improvement Plan will be developed annually. Each plan will be:**

- **Based upon the results of the evaluation; and**
- **Aligned to any existing school district or building improvement plan.**

The local board of education may elect to evaluate less frequently each teacher rated **Accomplished** on the teacher's most recent evaluation once every three years, provided the teacher submits a self-directed Professional Growth Plan** to the evaluator, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Accomplished** may choose their credentialed evaluator for the evaluation cycle.

The local board of education may evaluate less frequently each teacher rated **Skilled** on the teacher's most recent evaluation once every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan** for the teacher, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Skilled** may have input on the selection of their credentialed evaluator for the evaluation cycle.

A teacher with a Final Holistic Rating of **Developing** will develop a Professional Growth Plan** that is guided by the assigned credentialed evaluator.

A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the assigned credentialed evaluator.

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

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

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

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

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

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

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

## Additional Requirements

Teachers must be provided with a written report of the results of their evaluation.

Additionally, at the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

The local board of education will provide for the allocation of financial resources to support professional development for all teachers. The local board of education will also ensure that poorly performing teachers are provided with professional development to accelerate and continue teacher growth.

LEGAL REFS. ORC 3319.111; 3319.112

* The ***Ohio Teacher Evaluation System 2.0 Framework*** represents the required basic structure of the teacher evaluation system. For additional guidance, please see the ***Ohio Teacher Evaluation System 2.0 Model***, which provides definitions of terms, detailed suggested implementation, and best practices for evaluating teachers in Ohio.
**Districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. However, *the notice requirements for being placed on an Improvement Plan, the components of the plan* and *the implementation process for the plan* may be subject to the terms of a collective bargaining agreement.

## SUPPORT STAFF PERFORMANCE EVALUATION

Name _____ Position _____

Date _____ of _____ Evaluation _____

Building _____

(Check Appropriate Choice)

| | **Rating Categories** | **Satisfactory** | **Unsatisfactory** | **Not Applicable** |
|---|---|---|---|---|
| 1. | Quality of Work | | | |
| 2. | Quantity of Work | | | |
| 3. | Job Knowledge | | | |
| 4. | Dependability | | | |
| 5. | Adaptability | | | |
| 6. | Initiative | | | |
| 7. | Work Habits | | | |
| 8. | People Skills | | | |
| 9. | Professionalism | | | |

_____ REEMPLOY _____ NONRENEW_____ TERMINATE

Employee Signature_____ Supervisor Signature _____

Date _____ Date _____

Evaluator Comments:

Note: If any deficiencies are cited, the supervisor must attach an appropriate improvement program.

Evaluator_____

Date _____

Employee Comments:

I have received a copy of this evaluation report and have had the opportunity to read it.

Employee _____ Date _____

# APPENDIX K

## CATEGORIES FOR EVALUATING SUPPORT STAFF EMPLOYEES

Each category is to be judged separately,

The following are things to consider in each Rating Category which may help you in your judgment:

| | | |
|---|---|---|
| 1. | Quantity | Consider the quantity of work turned out and the promptness with which it is completed, as measured against the quantity of work. |
| 2. | Quality | Consider the neatness, accuracy and general efficiency of the work. Does the employee demonstrate high skills in this respect? |
| 3. | Knowledge | Consider how much the employee knows about the present job and their ability to apply it. |
| 4. | Dependability | Consider the employee's reliability in meeting work requirements and schedules. |
| 5. | Adaptability | Consider the ability to adjust to varying conditions and the ability to learn. |
| 6. | Initiative | Consider the ability to recognize problems as they occur and use appropriate methods and address the situation. |
| 7. | Work Habits | Consider whether or not working habits are conscientious, safe and time saving. |
| 8. | People Skills | Exhibits a professional relationship with school personnel and the community. |
| 9. | Professionalism | Exhibits and maintains a demeanor and appearance that is appropriate for the working environment. |

# TEACHER'S REQUEST FOR PERSONAL LEAVE OF ABSENCE

Name of Employee _____ Date _____

Assignment _____ Building _____

I am requesting Personal Leave under Article 11, Section 11.02, for the valid reason checked below, on the date(s) indicated:

Date(s)

_____ Legal transactions or legal matters which cannot be scheduled outside of the regular working day.

_____

_____ Observance of religious holiday.

_____ Day of the marriage of the teacher, teacher's child, or teacher's parent.

_____ Graduation exercises of the teacher, teacher's child, teacher's spouse, or teacher's parent.

_____ House or dwelling of teacher damaged by fire, flood, or severe accident.

_____ Travel conditions which make it unsafe for the teacher to report as assigned.

_____ Repair of damaged major appliance which would create hazardous conditions to the teacher's dwelling if left unattended.

_____ Personal business transactions which it is impossible to schedule after completion of regular school day.

_____ Wedding or funeral of a relative or friend.

Falsification of the reasons for Personal Leave shall be grounds for discipline, including discharge.

_____
Teacher's Signature

**********

____ Other for good and sufficient reasons. (State reasons on the back of this form)

DISPOSITION

The above personal leave for other good and sufficient reasons is hereby:

_____ Approved _____ Not Approved

Date _____ Date _____

_____ _____

Signature of Building Principal Signature of Superintendent

Submit In Triplicate: _____ Teacher's Copy _____ Principal's Copy _____ Superintendent's

Copy

| **REVERE CERTIFICATED SALARY INDEX** | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| **YEARS** | **BA** | **BA+15** | **BA+30** | **MAST** | **MA+15** | **MA+30** | **MA+60** |
| | | | | | | | |
| STEP 0 | 1.0000 | 1.0600 | 1.1080 | 1.1560 | 1.2000 | 1.2440 | 1.2880 |
| STEP 1 | 1.0620 | 1.1110 | 1.1600 | 1.2190 | 1.2630 | 1.3070 | 1.3510 |
| STEP 2 | 1.1120 | 1.1620 | 1.2120 | 1.2820 | 1.3260 | 1.3700 | 1.4140 |
| STEP 3 | 1.1620 | 1.2130 | 1.2640 | 1.3450 | 1.3890 | 1.4330 | 1.4770 |
| STEP 4 | 1.2120 | 1.2640 | 1.3160 | 1.4080 | 1.4520 | 1.4960 | 1.5400 |
| STEP 5 | 1.2620 | 1.3150 | 1.3680 | 1.4710 | 1.5150 | 1.5590 | 1.6030 |
| STEP 6 | 1.3120 | 1.3660 | 1.4200 | 1.5340 | 1.5780 | 1.6220 | 1.6660 |
| STEP 7 | 1.3620 | 1.4170 | 1.4720 | 1.5970 | 1.6410 | 1.6850 | 1.7290 |
| STEP 8 | 1.4120 | 1.4680 | 1.5240 | 1.6600 | 1.7040 | 1.7480 | 1.7920 |
| STEP 9 | 1.4620 | 1.5190 | 1.5760 | 1.7230 | 1.7670 | 1.8110 | 1.8550 |
| STEP 10 | 1.5120 | 1.5700 | 1.6280 | 1.7860 | 1.8300 | 1.8740 | 1.9180 |
| STEP 11 | 1.5620 | 1.6210 | 1.6800 | 1.8490 | 1.8930 | 1.9370 | 1.9810 |
| STEP 12 | 1.6120 | 1.6720 | 1.7320 | 1.9120 | 1.9560 | 2.0000 | 2.0440 |
| STEP 13 | 1.6620 | 1.7230 | 1.7840 | 1.9750 | 2.0190 | 2.0630 | 2.1070 |
| STEP 14 | 1.7120 | 1.7740 | 1.8360 | 1.9750 | 2.0190 | 2.0630 | 2.1070 |
| STEP 15 | 1.7620 | 1.8250 | 1.8880 | 1.9750 | 2.0190 | 2.0630 | 2.1070 |
| STEP 17 | 1.7620 | 1.8250 | 1.8880 | 2.0380 | 2.0820 | 2.1260 | 2.1700 |
| STEP 19 | 1.8120 | 1.8760 | 1.9400 | 2.0380 | 2.0820 | 2.1260 | 2.1700 |
| STEP 20 | 1.8120 | 1.8760 | 1.9400 | 2.1010 | 2.1450 | 2.1890 | 2.2330 |
| STEP 22 | 1.8620 | 1.9270 | 1.9920 | 2.1010 | 2.1450 | 2.1890 | 2.2330 |
| STEP 23 | 1.8620 | 1.9270 | 1.9920 | 2.1640 | 2.2080 | 2.2520 | 2.2960 |
| STEP 25 | 1.9120 | 1.9780 | 2.0440 | 2.1640 | 2.2080 | 2.2520 | 2.2960 |
| STEP 26 | 1.9120 | 1.9780 | 2.0440 | 2.2270 | 2.2710 | 2.3150 | 2.3590 |
| STEP 30 | 1.9620 | 2.0290 | 2.0960 | 2.2900 | 2.3340 | 2.3780 | 2.4220 |
| STEP 32 | 1.9920 | 2.0590 | 2.1260 | 2.3200 | 2.3640 | 2.4080 | 2.4520 |

**REVERE CERTIFICATED SALARY SCHEDULE**
**Effective July 1, 2025 - June 30, 2026**
**Base Salary: $47,989**

| YEARS | BA | BA+15 | BA+30 | MAST | MA+15 | MA+30 | MA+60 |
|---|---|---|---|---|---|---|---|
| STEP 0 | 47,989 | 50,868 | 53,172 | 55,475 | 57,587 | 59,698 | 61,810 |
| STEP 1 | 50,964 | 53,316 | 55,667 | 58,499 | 60,610 | 62,722 | 64,833 |
| STEP 2 | 53,364 | 55,763 | 58,163 | 61,522 | 63,634 | 65,745 | 67,857 |
| STEP 3 | 55,763 | 58,211 | 60,658 | 64,545 | 66,657 | 68,768 | 70,880 |
| STEP 4 | 58,163 | 60,658 | 63,154 | 67,569 | 69,680 | 71,792 | 73,903 |
| STEP 5 | 60,562 | 63,106 | 65,649 | 70,592 | 72,703 | 74,815 | 76,927 |
| STEP 6 | 62,962 | 65,553 | 68,145 | 73,615 | 75,727 | 77,838 | 79,950 |
| STEP 7 | 65,361 | 68,001 | 70,640 | 76,639 | 78,750 | 80,862 | 82,973 |
| STEP 8 | 67,761 | 70,448 | 73,135 | 79,662 | 81,773 | 83,885 | 85,996 |
| STEP 9 | 70,160 | 72,895 | 75,631 | 82,685 | 84,797 | 86,908 | 89,020 |
| STEP 10 | 72,560 | 75,343 | 78,126 | 85,709 | 87,820 | 89,932 | 92,043 |
| STEP 11 | 74,959 | 77,790 | 80,622 | 88,732 | 90,843 | 92,955 | 95,066 |
| STEP 12 | 77,358 | 80,238 | 83,117 | 91,755 | 93,867 | 95,978 | 98,090 |
| STEP 13 | 79,758 | 82,685 | 85,613 | 94,778 | 96,890 | 99,002 | 101,113 |
| STEP 14 | 82,157 | 85,133 | 88,108 | 94,778 | 96,890 | 99,002 | 101,113 |
| STEP 15 | 84,557 | 87,580 | 90,603 | 94,778 | 96,890 | 99,002 | 101,113 |
| STEP 17 | 84,557 | 87,580 | 90,603 | 97,802 | 99,913 | 102,025 | 104,136 |
| STEP 19 | 86,956 | 90,028 | 93,099 | 97,802 | 99,913 | 102,025 | 104,136 |
| STEP 20 | 86,956 | 90,028 | 93,099 | 100,825 | 102,937 | 105,048 | 107,160 |
| STEP 22 | 89,356 | 92,475 | 95,594 | 100,825 | 102,937 | 105,048 | 107,160 |
| STEP 23 | 89,356 | 92,475 | 95,594 | 103,848 | 105,960 | 108,071 | 110,183 |
| STEP 25 | 91,755 | 94,922 | 98,090 | 103,848 | 105,960 | 108,071 | 110,183 |
| STEP 26 | 91,755 | 94,922 | 98,090 | 106,872 | 108,983 | 111,095 | 113,206 |
| STEP 30 | 94,155 | 97,370 | 100,585 | 109,895 | 112,007 | 114,118 | 116,230 |
| STEP 32 | 95,594 | 98,810 | 102,025 | 111,335 | 113,446 | 115,558 | 117,669 |

**REVERE CERTIFICATED SALARY SCHEDULE**
**Effective July 1, 2026 - June 30, 2027**
**Base Salary: $49,381**

| YEARS | BA | BA+15 | BA+30 | MAST | MA+15 | MA+30 | MA+60 |
|---|---|---|---|---|---|---|---|
| STEP 0 | 49,381 | 52,344 | 54,714 | 57,084 | 59,257 | 61,430 | 63,602 |
| STEP 1 | 52,442 | 54,862 | 57,282 | 60,195 | 62,368 | 64,541 | 66,713 |
| STEP 2 | 54,911 | 57,380 | 59,849 | 63,306 | 65,479 | 67,652 | 69,824 |
| STEP 3 | 57,380 | 59,899 | 62,417 | 66,417 | 68,590 | 70,763 | 72,935 |
| STEP 4 | 59,849 | 62,417 | 64,985 | 69,528 | 71,701 | 73,873 | 76,046 |
| STEP 5 | 62,318 | 64,936 | 67,553 | 72,639 | 74,812 | 76,984 | 79,157 |
| STEP 6 | 64,787 | 67,454 | 70,121 | 75,750 | 77,923 | 80,095 | 82,268 |
| STEP 7 | 67,256 | 69,972 | 72,688 | 78,861 | 81,034 | 83,206 | 85,379 |
| STEP 8 | 69,726 | 72,491 | 75,256 | 81,972 | 84,145 | 86,317 | 88,490 |
| STEP 9 | 72,195 | 75,009 | 77,824 | 85,083 | 87,256 | 89,428 | 91,601 |
| STEP 10 | 74,664 | 77,528 | 80,392 | 88,194 | 90,367 | 92,539 | 94,712 |
| STEP 11 | 77,133 | 80,046 | 82,960 | 91,305 | 93,478 | 95,650 | 97,823 |
| STEP 12 | 79,602 | 82,564 | 85,527 | 94,416 | 96,589 | 98,761 | 100,934 |
| STEP 13 | 82,071 | 85,083 | 88,095 | 97,527 | 99,700 | 101,872 | 104,045 |
| STEP 14 | 84,540 | 87,601 | 90,663 | 97,527 | 99,700 | 101,872 | 104,045 |
| STEP 15 | 87,009 | 90,120 | 93,231 | 97,527 | 99,700 | 101,872 | 104,045 |
| STEP 17 | 87,009 | 90,120 | 93,231 | 100,638 | 102,811 | 104,983 | 107,156 |
| STEP 19 | 89,478 | 92,638 | 95,799 | 100,638 | 102,811 | 104,983 | 107,156 |
| STEP 20 | 89,478 | 92,638 | 95,799 | 103,749 | 105,922 | 108,094 | 110,267 |
| STEP 22 | 91,947 | 95,157 | 98,366 | 103,749 | 105,922 | 108,094 | 110,267 |
| STEP 23 | 91,947 | 95,157 | 98,366 | 106,860 | 109,033 | 111,205 | 113,378 |
| STEP 25 | 94,416 | 97,675 | 100,934 | 106,860 | 109,033 | 111,205 | 113,378 |
| STEP 26 | 94,416 | 97,675 | 100,934 | 109,971 | 112,144 | 114,316 | 116,489 |
| STEP 30 | 96,885 | 100,193 | 103,502 | 113,082 | 115,255 | 117,427 | 119,600 |
| STEP 32 | 98,366 | 101,675 | 104,983 | 114,563 | 116,736 | 118,909 | 121,081 |

**REVERE CERTIFICATED SALARY SCHEDULE**
**Effective July 1, 2027 - June 30, 2028**
**Base Salary: $50,862**

| YEARS | BA | BA+15 | BA+30 | MAST | MA+15 | MA+30 | MA+60 |
|---|---|---|---|---|---|---|---|
| STEP 0 | 50,862 | 53,914 | 56,356 | 58,797 | 61,035 | 63,273 | 65,511 |
| STEP 1 | 54,016 | 56,508 | 59,000 | 62,001 | 64,239 | 66,477 | 68,715 |
| STEP 2 | 56,559 | 59,102 | 61,645 | 65,206 | 67,444 | 69,682 | 71,919 |
| STEP 3 | 59,102 | 61,696 | 64,290 | 68,410 | 70,648 | 72,886 | 75,124 |
| STEP 4 | 61,645 | 64,290 | 66,935 | 71,614 | 73,852 | 76,090 | 78,328 |
| STEP 5 | 64,188 | 66,884 | 69,580 | 74,819 | 77,057 | 79,295 | 81,532 |
| STEP 6 | 66,732 | 69,478 | 72,225 | 78,023 | 80,261 | 82,499 | 84,737 |
| STEP 7 | 69,275 | 72,072 | 74,869 | 81,227 | 83,465 | 85,703 | 87,941 |
| STEP 8 | 71,818 | 74,666 | 77,514 | 84,432 | 86,670 | 88,908 | 91,145 |
| STEP 9 | 74,361 | 77,260 | 80,159 | 87,636 | 89,874 | 92,112 | 94,350 |
| STEP 10 | 76,904 | 79,854 | 82,804 | 90,840 | 93,078 | 95,316 | 97,554 |
| STEP 11 | 79,447 | 82,448 | 85,449 | 94,045 | 96,283 | 98,521 | 100,758 |
| STEP 12 | 81,990 | 85,042 | 88,094 | 97,249 | 99,487 | 101,725 | 103,963 |
| STEP 13 | 84,533 | 87,636 | 90,739 | 100,453 | 102,691 | 104,929 | 107,167 |
| STEP 14 | 87,076 | 90,230 | 93,383 | 100,453 | 102,691 | 104,929 | 107,167 |
| STEP 15 | 89,620 | 92,824 | 96,028 | 100,453 | 102,691 | 104,929 | 107,167 |
| STEP 17 | 89,620 | 92,824 | 96,028 | 103,658 | 105,896 | 108,134 | 110,371 |
| STEP 19 | 92,163 | 95,418 | 98,673 | 103,658 | 105,896 | 108,134 | 110,371 |
| STEP 20 | 92,163 | 95,418 | 98,673 | 106,862 | 109,100 | 111,338 | 113,576 |
| STEP 22 | 94,706 | 98,012 | 101,318 | 106,862 | 109,100 | 111,338 | 113,576 |
| STEP 23 | 94,706 | 98,012 | 101,318 | 110,066 | 112,304 | 114,542 | 116,780 |
| STEP 25 | 97,249 | 100,606 | 103,963 | 110,066 | 112,304 | 114,542 | 116,780 |
| STEP 26 | 97,249 | 100,606 | 103,963 | 113,271 | 115,509 | 117,747 | 119,984 |
| STEP 30 | 99,792 | 103,200 | 106,608 | 116,475 | 118,713 | 120,951 | 123,189 |
| STEP 32 | 101,318 | 104,726 | 108,134 | 118,001 | 120,239 | 122,477 | 124,715 |

**REVERE SUPPORT STAFF SALARY INDEX**

| | SECRETARIES: | | SPECIALISTS: | |
|---|---|---|---|---|
| | **Ten Month Principal** | **Twelve Month Principal** | **Library Aide** | **Educational Aide** |
| STEP 0 | 1.000 | 1.000 | 1.000 | 1.000 |
| STEP 1 | 1.047 | 1.047 | 1.047 | 1.047 |
| STEP 2 | 1.082 | 1.082 | 1.082 | 1.082 |
| STEP 3 | 1.117 | 1.117 | 1.117 | 1.117 |
| STEP 4 | 1.152 | 1.152 | 1.152 | 1.152 |
| STEP 5 | 1.187 | 1.187 | 1.187 | 1.187 |
| STEP 6 | 1.222 | 1.222 | 1.222 | 1.222 |
| STEP 7 | 1.272 | 1.272 | 1.272 | 1.272 |
| STEP 8 | 1.312 | 1.312 | 1.312 | 1.312 |
| STEP 9 | 1.352 | 1.352 | 1.352 | 1.352 |
| STEP 10 | 1.392 | 1.392 | 1.392 | 1.392 |
| STEP 12 | 1.432 | 1.432 | 1.432 | 1.432 |
| STEP 14 | 1.472 | 1.472 | 1.472 | 1.472 |
| STEP 16 | 1.512 | 1.512 | 1.512 | 1.512 |
| STEP 18 | 1.552 | 1.552 | 1.552 | 1.552 |
| STEP 20 | 1.572 | 1.572 | 1.572 | 1.572 |
| STEP 22 | 1.592 | 1.592 | 1.592 | 1.592 |
| STEP 25 | 1.642 | 1.642 | 1.642 | 1.642 |
| STEP 27 | 1.662 | 1.662 | 1.662 | 1.662 |
| STEP 30 | 1.692 | 1.692 | 1.692 | 1.692 |

**REVERE SUPPORT STAFF SALARY SCHEDULE**
**Effective July 1, 2025 - June 30, 2026**

| | **SECRETARIES:** | | **SPECIALISTS:** | |
|---|---|---|---|---|
| | **Ten Month Principal** | **Twelve Month Principal** | **Educational Aide** | **Intensive Needs Aide** |
| **Base Salaries:** | **30,111** | **38,101** | **17.83** | **19.40** |
| STEP 0 | 30,111 | 38,101 | 17.83 | 19.40 |
| STEP 1 | 31,526 | 39,891 | 18.66 | 20.31 |
| STEP 2 | 32,580 | 41,225 | 19.29 | 20.99 |
| STEP 3 | 33,634 | 42,559 | 19.91 | 21.67 |
| STEP 4 | 34,688 | 43,892 | 20.53 | 22.35 |
| STEP 5 | 35,742 | 45,226 | 21.16 | 23.03 |
| STEP 6 | 36,796 | 46,559 | 21.78 | 23.70 |
| STEP 7 | 38,301 | 48,464 | 22.67 | 24.67 |
| STEP 8 | 39,506 | 49,988 | 23.39 | 25.45 |
| STEP 9 | 40,710 | 51,512 | 24.10 | 26.23 |
| STEP 10 | 41,915 | 53,036 | 24.81 | 27.00 |
| STEP 12 | 43,119 | 54,560 | 25.53 | 27.78 |
| STEP 14 | 44,324 | 56,084 | 26.24 | 28.55 |
| STEP 16 | 45,528 | 57,608 | 26.95 | 29.33 |
| STEP 18 | 46,733 | 59,132 | 27.67 | 30.11 |
| STEP 20 | 47,335 | 59,894 | 28.02 | 30.49 |
| STEP 22 | 47,937 | 60,656 | 28.38 | 30.88 |
| STEP 25 | 49,443 | 62,561 | 29.27 | 31.85 |
| STEP 27 | 50,045 | 63,323 | 29.63 | 32.24 |
| STEP 30 | 50,948 | 64,466 | 30.16 | 32.82 |

**REVERE SUPPORT STAFF SALARY SCHEDULE**
**Effective July 1, 2026 - June 30, 2027**

| | **SECRETARIES:** | | **SPECIALISTS:** | |
|---|---|---|---|---|
| | **Ten Month Principal** | **Twelve Month Principal** | **Educational Aide** | **Intensive Needs Aide** |
| **Base Salaries:** | **30,984** | **39,206** | **18.35** | **19.96** |
| STEP 0 | 30,984 | 39,206 | 18.35 | 19.96 |
| STEP 1 | 32,440 | 41,049 | 19.21 | 20.90 |
| STEP 2 | 33,525 | 42,421 | 19.85 | 21.60 |
| STEP 3 | 34,609 | 43,793 | 20.49 | 22.30 |
| STEP 4 | 35,694 | 45,165 | 21.14 | 23.00 |
| STEP 5 | 36,778 | 46,537 | 21.78 | 23.70 |
| STEP 6 | 37,863 | 47,910 | 22.42 | 24.39 |
| STEP 7 | 39,412 | 49,870 | 23.34 | 25.39 |
| STEP 8 | 40,651 | 51,438 | 24.07 | 26.19 |
| STEP 9 | 41,891 | 53,006 | 24.81 | 26.99 |
| STEP 10 | 43,130 | 54,575 | 25.54 | 27.79 |
| STEP 12 | 44,369 | 56,143 | 26.27 | 28.59 |
| STEP 14 | 45,609 | 57,711 | 27.01 | 29.38 |
| STEP 16 | 46,848 | 59,279 | 27.74 | 30.18 |
| STEP 18 | 48,088 | 60,848 | 28.47 | 30.98 |
| STEP 20 | 48,707 | 61,632 | 28.84 | 31.38 |
| STEP 22 | 49,327 | 62,416 | 29.21 | 31.78 |
| STEP 25 | 50,876 | 64,376 | 30.13 | 32.78 |
| STEP 27 | 51,496 | 65,160 | 30.49 | 33.18 |
| STEP 30 | 52,425 | 66,336 | 31.04 | 33.78 |

**REVERE SUPPORT STAFF SALARY SCHEDULE**
**Effective July 1, 2027 - June 30, 2028**

| | **SECRETARIES:** | | **SPECIALISTS:** | |
|---|---|---|---|---|
| | **Ten Month Principal** | **Twelve Month Principal** | **Educational Aide** | **Intensive Needs Aide** |
| **Base Salaries:** | **31,914** | **40,382** | **18.90** | **20.56** |
| STEP 0 | 31,914 | 40,382 | 18.90 | 20.56 |
| STEP 1 | 33,413 | 42,280 | 19.79 | 21.53 |
| STEP 2 | 34,530 | 43,694 | 20.45 | 22.24 |
| STEP 3 | 35,647 | 45,107 | 21.11 | 22.96 |
| STEP 4 | 36,764 | 46,520 | 21.77 | 23.68 |
| STEP 5 | 37,881 | 47,934 | 22.43 | 24.40 |
| STEP 6 | 38,998 | 49,347 | 23.10 | 25.12 |
| STEP 7 | 40,594 | 51,366 | 24.04 | 26.15 |
| STEP 8 | 41,871 | 52,981 | 24.80 | 26.97 |
| STEP 9 | 43,147 | 54,597 | 25.55 | 27.80 |
| STEP 10 | 44,424 | 56,212 | 26.31 | 28.62 |
| STEP 12 | 45,700 | 57,827 | 27.07 | 29.44 |
| STEP 14 | 46,977 | 59,443 | 27.82 | 30.26 |
| STEP 16 | 48,253 | 61,058 | 28.58 | 31.08 |
| STEP 18 | 49,530 | 62,673 | 29.33 | 31.91 |
| STEP 20 | 50,168 | 63,481 | 29.71 | 32.32 |
| STEP 22 | 50,806 | 64,288 | 30.09 | 32.73 |
| STEP 25 | 52,402 | 66,308 | 31.03 | 33.76 |
| STEP 27 | 53,040 | 67,115 | 31.41 | 34.17 |
| STEP 30 | 53,998 | 68,327 | 31.98 | 34.79 |

# WAIVER AGREEMENT: JOB SHARING

Between the Revere Schools and _____.

It is agreed that the above teacher may share the assignment normally scheduled for a single teacher.

The following conditions are understood and agreed to between the teacher and the Revere Education Association:

A. Teachers who wish to share a full-time position shall submit a written plan for such arrangement to the Superintendent and Building Principal no later than March 1 of the school year preceding the proposed position share.

B. The written plan shall include a proposed teaching schedule, including all building responsibilities. While it may not be possible to make the teaching schedules and responsibilities exactly equal, reasonable efforts shall be made to make the teaching schedules and responsibilities equitable.

C. Members of a Job Sharing Team shall not be assigned duties or responsibilities in excess of one regular full-time position. Both members of the Job Sharing Team shall attend In-Service Day(s) and system-scheduled Parent Conferences. One (1) member of the Job Sharing Team will attend staff meetings, and that member shall inform the other member of the Job Sharing team of the meeting content.

D. Teachers assigned to job sharing positions shall be scheduled to work one-half (1/2) day each day of the school year. Compensation shall be at one-half (1/2) the level which the teacher would receive under a full-time contract, and movement on the salary schedule shall be no movement for year one (1), and one (1) step after year two (2).

E. Each member of the Job Sharing Team shall be responsible for payment of 50% of the Board's cost of the insurance premium, if they elect coverage.

F. Each member of the Job Sharing Team shall accrue one (1) year of seniority for each year of job sharing.

G. Job sharing may be in effect for one (1) school year, if approved by the Superintendent. Applications for renewal for subsequent school years must be submitted in writing by March 1 and are subject to approval by the Superintendent. In the first year of the job sharing experience, the Board shall treat the vacancy created by the job sharing as a leave of absence.

H. If after the first year the members of the Job Sharing Team do not reapply, or the team is not approved for a subsequent year, then the team members shall be reinstated to full-time positions for the following school year. In subsequent years, if the members of the Job Sharing Team do not reapply, or the team is not approved for a subsequent year, then the team members shall be reinstated to a full-time position for the following school year if a

position is available. If no position is available, the teacher of the Job Sharing Team with the least seniority shall be placed on the recall list until recalled for a vacancy. The Board shall reinstate all eligible Job Sharing teachers to full-time status before hiring personnel from outside the school district to fill a position for which the eligible Job Sharing teacher is certified/ licensed.

I. During any school year, there shall never be more than three (3) Job Sharing Teams district-wide.

| | |
|---|---|
| Superintendent | Date |
| Teacher | Date |
| Teacher | Date |

## SUPPLEMENTARY CONTRACTS SALARY SCHEDULE

Stipends paid for supplemental contract co-curricular activities are specified as percentages of the base salary (BA-0 experience) on the salary schedule in effect during the school year in which the activity is conducted.

## CO-CURRICULAR ATHLETIC POSITIONS: STIPENDS AND LONGEVITY

| | | |
|---|---|---|
| Baseball | Head | .12 |
| | Varsity Assistant | .09 |
| | Junior Varsity | .09 |
| | Grade 9 | .09 |

| | | |
|---|---|---|
| Basketball- Boys | Head | .17 |
| | Varsity Assistant | .13 |
| | Junior Varsity | .13 |
| | Grade 9 | .13 |
| | Grade 8 | .09 |
| | Grade 7 | .09 |
| Basketball- Girls | Head | .17 |
| | Varsity Assistant | .13 |
| | Junior Varsity | .13 |
| | Grade 9 | .13 |
| | Grade 8 | .09 |
| | Grade 7 | .09 |

| | | |
|---|---|---|
| Cheerleaders | Varsity | .12 |
| | Junior Varsity | .08 |
| | Grade 9 | .05 |
| | Grade 8 | .05 |
| | Grade 7 | .05 |

| | | |
|---|---|---|
| Cross Country- Boys | Head | .09 |
| | Varsity Assistant | .05 |
| Cross Country- Girls | Head | .09 |
| | Varsity Assistant | .05 |
| Cross Country- RMS | Head (Combined) | .07 |
| | Assistant (Combined) (2) | .04 |

| | | |
|---|---|---|
| Football | Head | .19 |
| Football | Varsity/Offensive Coordinator | .14 |
| Football | Varsity/Defensive Coordinator | .14 |
| | Varsity Assistant (3) | .13 |
| | Grade 9 (2) | .12 each |
| | Grade 8 (2) | .09 each |

| | | |
|---|---|---|
| | Grade 7 (2) | .09 each |

| | | |
|---|---|---|
| Golf- Boys | Head | .09 |
| | Junior Varsity | .07 |
| Golf- Girls | Head | .09 |
| | Junior Varsity | .07 |

| | | |
|---|---|---|
| Lacrosse- Boys | Head | .12 |
| | Assistant | .09 |
| Lacrosse- Girls | Head | .12 |
| | Assistant | .09 |

| | | |
|---|---|---|
| Soccer- Boys | Head | .15 |
| | Varsity Assistant | .09 |
| | Junior Varsity (2) | .09 each |
| Soccer- Girls | Head | .15 |
| | Varsity Assistant | .09 |
| | Junior Varsity (2) | .09 |
| | | |
| Softball | Head | .12 |
| | Varsity Assistant | .09 |
| | Junior Varsity | .09 |
| | Grade 9 | .09 |
| | | |
| Swim | Head | .12 |
| | Assistant | .08 |
| | | |
| Tennis- Boys | Head | .09 |
| | Junior Varsity | .07 |
| Tennis- Girls | Head | .09 |
| | Junior Varsity | .07 |
| | | |
| Track- Boys | Head | .12 |
| | Assistant (2) | .09 each |
| | RMS (2) | .08 each |
| Track- Girls | Head | .12 |
| | Assistant (2) | .09 each |
| | RMS (2) | .08 each |
| Track- Combined | HS Assistant (Combined) | .09 |
| | RMS Assistant (Combined) | .08 |
| | | |
| Volleyball | Head | .12 |
| | Varsity Assistant | .09 |
| | Junior Varsity | .07 |
| | Grade 9 | .07 |

| | | |
|---|---|---|
| | Grade 8 | .07 |
| | Grade 7 | .07 |
| Wrestling | Head | .17 |
| | Varsity Assistant | .13 |
| | Junior Varsity | .11 |
| | RMS (2) | .09 each |

Longevity increases will be provided for all positions accordingly:

4-5-6 Years = 1% of Base Teacher's Salary
7-8-9 Years = 2% of Base Teacher's Salary
10 Years = 3% of Base Teacher's Salary

Longevity will be based on the years of experience coaching in a particular sport in the Revere Local School District.

Note: Grandfather former longevity modifications for current bargaining unit members who held supplemental contract during the 2007-2008 school year as long as future contract remains in same sport or activity; if there is a break in contract or a change to another sport or activity, new longevity modification percentages will become applicable when appropriate.

In addition to the above, the coach(es) whose starting date is to exceed more than ten (10) working days, including Saturdays, prior to the first teacher work day, based upon the OHSAA defined start date, shall receive an additional one (1) % of the base teacher salary.

The Board has the right to add to or decrease assistant coaching positions on a yearly basis based upon the need and participation levels.

Contracts can be split 50/50 and the longevity is also split (coach has 3% longevity but only gets ½ longevity if he/she has a 50/50 contract) but the year counts as a full year toward future longevity. If a head coach carries two contracts in the same season (possible because practice and meets/competitions align-i.e. Cross Country, Track & Field), that coach has the option to split the second contract (only receive a portion of the contract) with the remaining portion to be used to hire an additional coach to be used as he/she sees fit.

## CO-CURRICULAR NON-ATHLETIC POSITIONS: STIPENDS AND LONGEVITY

| | | |
|---|---|---|
| Academic Challenge | Head | .03 |
| | Assistant | .03 |
| | RMS | .03 |
| Art Club | RHS | .03 |
| Band | Director (RHS) | .10 |
| | Assistant (RHS) | .065 |
| | Jazz/Concert | .03 |
| | Percussion Advisor | .06 |
| | Pep Band | .02 |
| | Summer Band Director (RHS) | .10 |
| | Assistant Summer Band Director (RHS) | .065 |
| Band | RMS | .02 |
| Books Alive | BES | .02 |
| Building Computer Coordinator | (one per school) | .07 each |
| Bus Duty | (3.5 @ RES) (3@ BES) prorated for .5 | .03 each |
| Chess | | .04 |
| Choir | RMS | .02 |
| Class Advisor | Grade 12 | .09 |
| | Grade 11 | .07 |
| | Grade 10 | .04 |
| | Grade 9 | .04 |
| Department Heads: Middle School Gr. 6-8 | 1. ELA<br>2. Math<br>3. Social Studies<br>4. Science<br>5. Special Education | .07 each |
| Department Heads: Revere High School Gr. 9-12 | 1. ELA<br>2. Math<br>3. Social Studies<br>4. Science<br>5. Special Education<br>6. Electives | .07 each |
| Department Heads: RHS/RMS Gr. 6-12 | 1. World Language<br>2. Counseling<br>3. Electives | .07 each |
| Dramatics | Fall Play Director<br>Variety Show Director<br>Spring Musical Director<br>Scenic Director Drama<br>Assistant Drama Director | .08<br>.02<br>.11<br>.06<br>.05 |

| | | |
|---|---|---|
| Elementary Grade Level Leaders | Grade K<br>Grade 1<br>Grade 2<br>Grade 3<br>Grade 4<br>Grade 5 | .07 each |
| Department Head Special Education | Elementary | .07 |
| Flags | | .06 |
| Gaming Club | BES | .03 |
| Gaming Club | RES | .03 |
| Gaming Club | RMS | .03 |
| High Quality Student Data Committee | (as long as required by state mandate) | .03 |
| RTI Case Managers | (1 per grade level) | Tutor rate up to $1,000 max |
| Intensive Needs Coordinator | (2) RHS | .03 |
| International Club | | .03 |
| Key Club | | .05 |
| Lantern | RHS | .03 |
| LPDC | Building Representatives | .03 each |
| | Clerical Support | .03 |
| Math Counts | RMS | .02 |
| | | |
| | | |
| Mock Trial | RHS | .08 |
| Model UN | | .03 |
| MP Mentors | for first MP mentee; | .02 |
| | for each additional MP mentee | .01 |
| Mu Alpha Theta | RHS | .02 |
| N.A.H.S. Advisor | | .03 |
| National Honor Society | RHS | .04 |
| Orchestra | RHS | .07 |
| Ohio Math League | RHS | .02 |
| Power of the Pen | RMS | .02 |
| Project Love | | .03 |
| Resident Educator Mentor | for first RE mentee | .03 |
| | for each additional RE mentee | .02 |
| Revere-Ettes | Head | .09 |
| Revere Players Vocal Director | | .02 |
| Revere Players Band Director | | .02 |
| Revere Players Choreographer | | .02 |

| | | |
|---|---|---|
| Saturday Detention | | $107.21 per session |
| Science Olympiad | RHS | .02 |
| Science Club | RMS | .02 |
| Senior Internship Coordinator | RHS | .03 |
| Spectrum | RHS | .03 |
| Speech/Debate | 2 RHS and 1 RMS | .08 |
| Stage Manager | | .10 |
| STEM Advisor | RMS | .02 |
| STEM Advisor | BES | .02 |
| STEM Advisor | RES | .02 |
| Student Council | High School | .09 |
| | High School Assistant | .04 |
| | Middle School | .04 |
| Video BES, limited to Bath and exists so long as the video duties are not part of the teacher's curriculum | BES | .02 |
| Vocal Music, Director | | .07 |
| Washington, D.C. Coordinator | RMS | .03 |
| WEB Program Coordinator | Revere Middle School | .03 |
| WEB Program Assistant | Revere Middle School | .02 |
| Yearbook | RHS | .08 |
| Yearbook | RMS | .08 |

Longevity increases will be provided for all positions accordingly:

| | | |
|---|---|---|
| 4-5-6 Years | = | 1% of Base Teacher's Salary |
| 7-8-9 Years | = | 2% of Base Teacher's Salary |
| 10 Years | = | 3% of Base Teacher's Salary |

Longevity will be based on the years of experience coaching in a particular sport in the Revere Local School District.

Note: Grandfather former longevity modifications for current members of the bargaining unit who held supplemental contract during the 2007-2008 school year as long as future contract remains in same sport or activity; if there is a break in contract or a change to another sport or activity, new longevity modification percentages will become applicable when appropriate.

## SICK LEAVE TRANSFER NOTICE

Date of Distribution to Members:_____

_____ who works at _____ is about to exhaust their accumulated Sick Leave, has experienced ten (10) consecutive days of sick leave absence and has requested the transfer of Sick Leave from any employee willing to transfer one (1) or more days. It is estimated that _____ days will be needed.

(Print Name) (Building)

Any employee wishing to transfer accumulated Sick Leave should complete the form below and return it to the Association President. An employee may transfer a maximum five (5) days per year. A transfer which would reduce the donor employee to less than forty (40) accumulated days will not be implemented. A limit of thirty (30) days per year (July 1 through June 30) can be received by an employee.

---

Transfer Authorization

I, _____, authorize the transfer of _____ days(s) of my accumulated Sick Leave to _____.

_____
Employee Signature

_____
Date

---

### Implementation of Transfer by Treasurer's Office

_____ has authorized the transfer of _____ day(s) of Sick leave to _____.

_____
Signature, Treasurer's Office

_____
Date

## STAFF NETWORK & INTERNET ACCEPTABLE USE & SAFETY AGREEMENT

To access e-mail and/or the Internet at school, staff members must sign and return this form.

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for business and educational purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. ( ) The Superintendent or designee may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members accessing the Internet through the Board's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board reserves the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

( ) To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the website by the Board without further compensation.

Please complete the following information:

Staff Member's Full Name (please print): _____

School: _____

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a use of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

_____ _____

Staff Member's Signature Date

The Superintendent is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Staff Network and Internet Acceptable Use and Safety Policy and related Guidelines and take such other reasonable disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement (6.07. 8.01 and 8.02) and/or Board Policy.

# INTENT STATEMENTS

**1.** **Reduction in Force (RIF)**: There will be no reduction in the number of teachers due to implementation of College Credit Plus program courses. This provision does not supersede Article V of the Agreement.

**2.** It is the intent of the parties that, if a teacher receives an "ineffective" rating on their summative evaluation and is returning the following year, that teacher shall have the same evaluator for the following year.

**3.** The *Licensure Code of Professional Conduct for Ohio Educators* indicates the aspiration for all educators and provides standards by which to judge conduct.

**4.** For the purposes of providing tutorial services before or after school, the Board will budget funds as part of the budget process and the building principal shall determine when and what tutorial services will be offered and shall allocate the funds.

**5.** The parties have engaged in extensive discussions regarding the ability of employees to designate same sex domestic partners for coverage under the health care plan provided by the Revere Local School District to its employees. The parties announce their intent to comply with the mandates applicable to the Revere Local School District that emerge from the decision of the U.S. Supreme Court in the case of *Obergefell, et al. vs. Hodges, Director, Ohio Department of Health, et al.*, Case No. 14-556. That decision is expected to be announced during the summer of 2015 and the parties shall meet to determine what, if any, provisions of the collective bargaining agreement need to be modified in order to comply with any applicable mandates.

**6.** It is the intent of the Board and REA that written expectations/job descriptions be developed for the following new Supplemental Contract Positions:

a. Elementary Grade Level Leaders & Middle School Department Chairs -- The intent is that the expectations/job descriptions will include what is currently done plus some added responsibilities to the Principal and Director of Curriculum and Instruction for instructional leadership.

b. Middle School Yearbook -- the intent is for the expectations/job description to reflect the current level of responsibilities.

c. Elementary Gaming Club (HES and BES) -- the intent is that the expectations/job descriptions reflect levels of responsibilities similar to the RMS Gaming Club.

d. Intensive Needs Coordinators (2 at RHS) -- the intent is that the expectations/job descriptions reflect current levels of responsibilities.

These expectations/job descriptions are to be developed by the building principal and staff from the building to be selected by REA by September 30, 2015. The Superintendent, the Director of Curriculum and Instruction, and the Director of Student Services may also participate in the development of these expectations/job descriptions.

Subsequent to the completion of these expectations/job descriptions, the positions will be posted and filled.

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