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MASTER CONTRACT AGREEMENT

between the

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION

an affiliate of the

OHIO EDUCATION ASSOCIATION

and the

NATIONAL EDUCATION ASSOCIATION

and the

FAIRFIELD BOARD OF EDUCATION

of the

FAIRFIELD CITY SCHOOL DISTRICT

BUTLER COUNTY, OHIO

Effective June 30, 2025 through June 29, 2027

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PREAMBLE

The Board of Education of the Fairfield City School District and the Fairfield Classroom Teachers' Association do hereby agree that the welfare of the children of Fairfield City School District is paramount in the operation of the schools and will be promoted by both parties. The parties do hereby agree as follows:

I. BARGAINING AGREEMENT

1.01 Recognition

The Board of Education of the Fairfield City School District, hereinafter referred to as the Board, recognizes that teaching is a profession. The Board recognizes the Fairfield Classroom Teachers' Association, affiliated with the Ohio Education Association and the National Education Association, as the sole and exclusive representative of all licensed nonadministrative professional [as defined in O.R.C. Section 4117.01 (J)] employees under contract with the Board, including substitute teachers who are employed by the District to teach at least sixty (60) days in the same position, but excluding all other substitutes, hereinafter referred to as "members."

The Association recognizes that the Board is the legally constituted body responsible for the management, direction and control of all the public schools of the Board and employees and other personnel employed by the Board, and for the determination of all resolutions, policies, practices, procedures, rules and regulations governing any and all aspects of the Board's School District.

The purpose of this recognition is the mutual agreement that the parties will negotiate with regard to all matters with respect to wages, hours, terms and conditions of employment and the continuation, modification, or deletion of existing provisions of this contract.

1.02 Principles

1.0201 Attaining Objectives

Attainment of objectives of the educational program of the district requires mutual understanding and cooperation between the Board and the professional teaching personnel. Free and open exchange of views is desirable and necessary, with all parties participating in deliberations leading to the determination of matters of mutual concern.

A. The Board, under the law, has the final responsibility of establishing policy for the school district.

B. The Superintendent and his/her staff have the responsibility of carrying out the policies established.

C. The professional staff has the ultimate responsibility of providing the best possible education in the classroom.

D. The Board and the Association agree to abide by the statutes of the State of Ohio.

E. The Board and the Association subscribe to the principle that differences shall be resolved by appropriate and peaceful means, in keeping with the high standards of the profession, without interruption of the school program. Accordingly, the Board and the Association agree that there will be no interruption of the school program pertaining to local issues until final agreement is reached on the items negotiated or all of the negotiation procedures as prescribed in this agreement have been followed.

F. The Association by June 1 shall provide in writing to the Superintendent or designee a complete list of all Association office holders and by October 15 shall provide a complete list of building representatives, shall update such lists through the year as changes occur, and shall provide a written statement of the number of Association members.

G. The Board agrees to negotiate with and recognize the Association as the sole and exclusive bargaining agent for the members unless the bargaining representative is changed in accordance with Ohio Revised Code.

1.0202 Professional Teaching Personnel

Teaching is a profession requiring specialized qualifications, and the success of the educational program in the district depends upon the maximum utilization of the abilities of members who are satisfied with the conditions under which their services are rendered.

Members have the right to join, or not to join, any organization for their professional or economic improvement, and membership in any organization shall not be required as a condition of employment.

II. RIGHTS OF THE BOARD AND THE ASSOCIATION

2.01 Association Rights

2.0101 The President of the Association or designees may visit the schools in the district for the purpose of carrying out Association business. Such visits shall be made upon notification to the principal's office in the building to be visited. In no event shall such visits interfere with or interrupt scheduled school operations.

2.0102 The Association shall be provided bulletin board space in each school for the posting of notices and other materials relating to Association activities. The bulletin board space may be identified with the name of the Association Building Representative who has the responsibility of maintaining the bulletin board.

2.0103 Representatives of the Association shall be permitted to conduct business on school property at reasonable times with the approval of the principal, without charges, except necessary charges incurred as a result of the meeting. Such business shall not interfere with or interrupt normal school operations.

2.0104 The Association shall have the right to use the interschool mail facilities for the Association's official business only. This right shall extend to the use of members' mailboxes in each building, with a prior courtesy notification to the building principal.

2.0105 Association Leave

A. The Association shall be granted a cumulative annual total of twenty (20) member working days release time to conduct Association business. Approval shall be granted upon notification to the Superintendent by the Association President on the appropriate form (Appendix H) and designated as an Association Day. Personal or any other leave will not be deducted for the member(s) listed on this form. Association leave does not apply to attendance at negotiation sessions (Appendix I).

B. In the interest of the parties to this Agreement to facilitate communication, timeliness, and local decision-making, the Association shall be granted the right to have its President on a paid leave of absence for half-time (three hours and forty-five minutes). The President shall be considered as a regular full-time employee and shall continue with all benefits, rights, and responsibilities as per the Agreement except as noted in Item 2. below.

(1) Structure

The half-time release leave will be structured so as to achieve the least negative impact on the continuity of the education of students. At minimum the half-day release time will include the period of time encompassing what would be the planning period of the President were the President teaching full-time with a loss of no more than 25% of the daily instructional time. Further, it is expected that the President be assigned instructional duties with students or typical duties for bargaining unit positions which do not include direct instruction of students for the half-time that he/she is not released for Association duties. The specific format will be dependent upon the President's assignment (be it secondary, elementary, special area, or special services). The Association President, the Association Bargaining Team chairperson, the assigned building principal, and the Superintendent or designee will collaborate to develop the structure of the half-day release time within the guidelines noted herein, with the final approval reserved for the Superintendent or designee, once the new Association President is identified, but by July 1. Further, it is agreed by the

parties that there will be no use of "flex time" during the half-day release leave, although the starting and ending time of the President's work day may be shifted earlier or later as long as the half-day teaching time as scheduled is honored. In addition, the Association President is exempt from internal substitution.

(2) Finances

The Board is committed to financing the half-day release leave in terms of the President's salary and benefits except that the Board will bill the Association annually for one-half of the cost of the half day release, to a maximum of 12.5% of the cost of salary and benefits of the Association President. Any regularly scheduled release leave options beyond half-day will be financed by the Association. However, the Association President may use the Association Leave days provided in Section 2.0105A. Any mileage, travel, or expenses incurred by or arising from the President's travel during the portion of the day of this release leave will be financed by the Association. Any full days or half-days of extended service which the Association wishes for the Association President to have shall be financed completely by the Association.

(3) Schedule of the Association President

The parties to this agreement are committed to the Association President's productive, professional, and positive use of the half-day release leave to enhance the effectiveness of the Association and increase the positive working relationship between the parties.

Upon the Association's identification of the new President and on or before July 1, the Association President, Association Bargaining Team Chairperson, the building principal, and Superintendent or designee will meet and determine a mutually agreeable assigned "home base" location for the Association President during the half-day release leave. Further, other applicable logistics such as telephone use, copy machine use, computer access, and so forth will be addressed and determined to the mutual agreement of the parties. The Association President shall be expected to meet contractual obligations of open house(s), conference evenings, in-service days, early release in-service time, faculty meetings, and so forth as applicable under this Agreement.

It is understood by the parties to this Agreement that the Association President may work on-site in the district and may travel as needed to the area OEA office or to other Association offices during the half-day release leave. However, it is not appropriate for the Association President to work at his/her home during the hours of the half-day release leave.

The Association President will maintain a monthly log in general terms of activities conducted during the half-day release leave. A copy of this log will be submitted at the end of each month to the Association's Executive Committee and to the Superintendent or designee for review.

(4) Assignment of Association President

The Association President's return to a regular full-time teaching assignment from the half-time release leave shall coincide with the beginning of the next academic year unless a different time of return is mutually agreed to by the Association and the Board. When the Association President vacates the office of President and returns to a regular full-time teaching position, he/she shall be returned to his/her previous teaching assignment as listed on the last "Teacher Assignment for Next Year" form (Appendix M) issued prior to assuming office as Association President. If such assignment no longer exists, he/she will be assigned to a position mutually agreed upon for which he/she is licensed.

(5) Supplemental Contracts

The Association President may continue to maintain any supplemental contracts for which he/she is recommended for the duration of half-day release leave as Association President. It is expected that to the greatest extent possible there be minimal, if any, supplemental contract duties performed during the half-day release leave. This is not to prevent discussions/meetings regarding supplemental contract duties during the half-day release leave, but the spirit of this section is to prevent the use of the half-day release leave to perform supplemental contract duties for a significant portion of the release leave.

(6) Procedure to Address Concerns

If at any time either party to this Agreement wishes to discuss the President's use of release leave or any other issues related to the Presidential Release Leave, that party will direct a request to the other party to meet regarding such issue(s). Within fourteen (14) calendar days after receipt of such request from the other party, such meeting will be held. Any outcomes of such meeting requiring some action will be processed according to the procedures spelled out elsewhere in this agreement or as mutually agreed upon by the parties.

2.0106 All agendas, minutes and other public information made available to Board members shall be available to the Association President in the office of the Superintendent no later than the time of public distribution or placed in interschool mail addressed to the President.

2.0107 The Association may schedule Association meetings of members in individual buildings before and after school. Times and dates will be mutually established by the Association President or designee and the principal of the building in accordance with the Board adopted policy concerning the use of school buildings.

2.0108 The Association President at his/her option may have a telephone in his/her building at Board expense. The site shall be agreed upon by the Association President and building principal. The Board expenses shall be limited to basic service and all long distance charges will be assumed by the Association.

2.0109 The Association President at his/her option may store no more than three (3) four-drawer file cabinets in his/her building at Board expense. The site shall be agreed upon by the Association President and building principal. Access to the contents of these files is limited to those persons authorized by the Association President or designee. Any Association access to such files outside of established hours of building operation shall be at Association expense.

2.02 Management Rights

The Board has the following enumerated rights, except as expressly and specifically modified by the express terms of this Agreement:

2.0201 To determine matters of inherent managerial policy, which include, but are not limited to, areas of discretion or policy such as the functions and programs of the Fairfield City School District, standards of services, the Board's overall budget, utilization of technology, and organizational structure;

2.0202 To direct, supervise, evaluate or hire employees;

2.0203 To maintain and improve the efficiency and effectiveness of the Fairfield City School District;

2.0204 To determine the overall methods, process, means, or personnel by which the operations of the Fairfield City School District are to be conducted;

2.0205 To suspend, discipline, demote, or discharge for just cause, or layoff, transfer, assign, schedule, promote or retain employees;

2.0206 To determine the adequacy of the work force;

2.0207 To determine the overall mission of the Fairfield City School District;

2.0208 To effectively manage the work force; and

2.0209 To take actions to carry out the mission of the Fairfield City School District.

2.03 Membership Dues Deduction

2.0301 Professional Association (FCTA, SWOEA, OEA, and NEA) membership dues shall be deducted in twenty-two (22) installments beginning with the month of October. Deductions will be made on the basis of current

deduction authorizations and amounts supplied by the Association to the Treasurer by annual list before October 1.

2.0302 Authorization for payroll deductions for Association memberships shall be on a continuing basis unless a request for withdrawal is submitted by the member to the Association on or before September 15.

2.0303 The Association will indemnify the Board and Treasurer against liability for all deductions made in accordance with these provisions.

2.0304 The Association shall have sole and exclusive payroll deduction rights for membership dues for members of the bargaining unit.

********** **PLEASE NOTE** **********

Section 2.04 (Fair Share Fee) is null and void as a matter of law based on the United States Supreme Court decision in JANUS V. AFSCME, COUNCIL 31, 585 (2018) and will not be implemented, but is preserved and shall be utilized should the law change in future years.

~~2.04 Fair Share Fee~~

~~2.0401 Right to Fair Share Fee~~

~~A. Payroll Deduction of Fair Share Fee~~

~~The Board shall deduct from the pay of members of the bargaining unit who elect not to become or to remain members of the Fairfield Classroom Teachers' Association, a fair share fee for the Association's representation of such non-members during the term of this contract. No non-member filing a timely demand shall be required to subsidize partisan political or ideological causes not germane to the Association's work in the realm of collective bargaining. Nothing contained in this Article or contract shall be construed to require that any employee become a member of the Association or any of its affiliates.~~

~~B. Notification of the Amount of Fair Share Fee~~

~~Notice of the amount of the annual fair share fee shall be transmitted in writing by the Association to the Board Treasurer on or about September 15 of each year during the term of this contract for the purpose of determining amounts to be payroll deducted, and the Board agrees to promptly transmit all amounts deducted to the Association on the same schedule as Association membership dues deductions are transmitted.~~

~~C. Schedule of Fair Share Fee Deductions~~

~~(1) All Fair Share Fee Payors~~

~~Payroll deduction of such annual fair share fees shall commence on the first pay date which occurs on or after January 15 annually. In the case of unit employees newly hired after the beginning of the school year, the payroll deduction shall commence on the first pay date for~~

~~which membership dues deductions are made on or after the later of sixty (60) days employment in a bargaining unit position or January 15.~~

~~(2) Upon Termination of Membership During the Membership Year~~

~~The Board Treasurer shall, upon written notification from the Association that a member has terminated Association membership, commence the deduction of the fair share fee with respect to the former member on the first pay date for which membership dues deductions are made occurring on or after thirty (30) days from the receipt by the Board Treasurer of the written notice of termination of Association membership.~~

~~2.0402 Transmittal of Deductions~~

~~The Board further agrees to accompany each such transmittal with a list of the names of the bargaining unit members for whom all such fair share fee deductions were made, the period covered, and the amounts deducted for each.~~

~~2.0403 Procedure for Rebate~~

~~The Association represents to the Board that an internal rebate procedure has been established in accordance with O.R.C. Section 4117.09(C) and that a procedure for challenging the amount of the representation fee has been established and will be given to each member of the bargaining unit who does not join the Union and that such procedure and notice shall be in compliance with all applicable state and federal laws and the Constitutions of the United States and the State of Ohio.~~

~~2.0404 Entitlement to Rebate~~

~~Upon timely demand, non-members may apply to the Association for an advance reduction/rebate of the fair share fee pursuant to the internal procedure adopted by the Association.~~

~~2.0405 Board Responsibility and Indemnification by Association~~

~~It is specifically understood that the only responsibility the Board assumes is to deduct the fair share fees in the amount specified by the Association and to forward such fair share fees according to the terms of this Article. The Association agrees to save the Board, its agents, employees and officials, harmless from any and all costs, including witness fees, attorney fees, back pay awards, punitive damages, or any other cost of prosecution or defense of any action or inaction, claimed or otherwise, to which the Board may be liable by virtue of the provisions of this Article.~~

III. PROCEDURES FOR NEGOTIATIONS

The following procedures shall replace O.R.C. 4117.14(C)(2) through 4117.14(D)(1) as provided for under O.R.C. 4117(C)(1)(f) in the negotiations for a successor contract.

3.01 Directing Notices to Negotiate

Notices to Negotiate from the Association shall be submitted in writing to the Superintendent or designee. Notices to Negotiate from the Superintendent or designee shall be submitted in writing to the President of the Association or the Association's agent. A mutually convenient meeting date shall be set within fifteen (15) workdays of the date of the notice to negotiate. Notices to Negotiate shall be made no more than six (6) months prior to the contract termination date or a currently bargained reopener.

3.02 Negotiating Teams and Sessions

Meetings composed of members of the Association negotiation team and Board negotiation team shall not exceed seven (7) members per team unless mutually agreed upon by both parties prior to the first meeting. Negotiation sessions shall be called upon the written request of either team. The Association's negotiating team shall be released from school duties to attend negotiation sessions. Negotiation sessions shall be scheduled to interfere the least with school schedules.

3.03 Exchange of Financial Information

At the request of the Association, directed to the Superintendent or designee, the Board agrees to make available to the Association all available information concerning financial resources of the district and such other information as is necessary to arrive at a point where meaningful negotiations can begin. The Association shall provide the Board with all financial information generated by its Research Division or any other department of its state or national organization concerning the Board's financial resources.

3.04 Successor Contract Bargaining

3.0401 In the event agreement is not reached after sixty (60) days from the filing of the Notice to Negotiate, either party shall have the right to request the assistance of a mediator from the Federal Mediation and Conciliation Service (FMCS) and such request shall be deemed a joint request. In the event that the services of a mediator are called upon, the mediation process shall last for a minimum of sixty (60) days or until the expiration date of the contract, whichever is less.

3.0402 After the minimum periods prescribed above, either party shall have the right to declare that impasse exists between the parties. At impasse, O.R.C. 4117.14(D)(2) and provisions thereafter shall then apply, except that partial or intermittent strikes are prohibited whether conducted during or after the expiration of the term of this agreement and any strike must be for full, consecutive work days and the beginning date of any strike must be at least ten (10) work days after the ending date of the most recent prior strike.

3.05 In-Term Contract Bargaining

3.0501 If during the term of the contract, bargaining is necessary due to severability or a scheduled reopener provision in the contract, the parties shall meet and bargain in accordance with the provisions of subsections 3.01 through 3.04 above.

3.0502 If in-term contract bargaining occurs for any other reason, the parties shall negotiate for no more than twenty (20) days, after which the parties shall request the assistance of a mediator through the FMCS. If no resolution is achieved within an additional twenty (20) days after the first mediation session, the process shall be considered concluded and impasse shall exist between the parties, unless the time period is extended by mutual agreement. The participation of the Board and/or Association in in-term bargaining shall not prejudice or prevent any grievance by the Association or Unfair Labor Practice (ULP) charge by either party nor be construed as an admission by either party that any such grievance or ULP charge has merit. Following the conclusion of in-term bargaining without resolution of the issue or issues, either party shall have an additional period of time equal to the original filing period in which to file such grievance or, subject to the requirements of the State Employment Relations Board, a ULP charge.

3.06 Approval of Agreement

When an agreement is reached through negotiations, the outcome will be reduced to writing, signed by the chairperson of each negotiating team and submitted to the Association's membership for ratification and to the Board for its consideration and will not become effective until ratified and approved by both parties.

The results of the ratification vote by the Association's membership shall be communicated to the Superintendent or designee by the President of the Association. Upon receipt of notification of the results of the vote on the tentative agreement, the Board shall consider the approval or non-approval of the tentative agreement at the next regular or special meeting.

IV. GRIEVANCE PROCEDURE

4.01 Definitions

4.0101 A "grievance" is a written claim (Appendix J) filed within thirty (30) days of the alleged occurrence by a member based upon an alleged misinterpretation or misapplication of the provisions of this Agreement.

4.0102 A "grievant" is a member or members having a grievance.

4.0103 The Association may file a grievance if the subject matter involved concerns:

A. An alleged violation of the contract as respects rights granted to the Association.

B. An alleged violation of the contract affecting two (2) or more members.

4.02 Purpose

The purpose of the grievance procedure is to secure, at the lowest possible administrative level, proper solutions to grievances. Both parties agree that grievance proceedings shall be kept as informal and confidential as appropriate at all levels of the procedure.

4.03 Procedure

4.0301 Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level are maximums, and every effort should be made to expedite the process. However, the time limits may be extended by mutual agreement of the parties.

4.0302 Grievances shall be resolved as follows:

A. Level One

A member shall discuss his/her potential grievance with the building principal/immediate supervisor with the objective of resolving the matter informally. The member may be accompanied by an Association representative.

B. Level Two

If the member is not satisfied with the disposition made at Level One or if no disposition is made within seven (7) calendar days after such discussion, the member may file a grievance in writing with the building principal/immediate supervisor, with a copy to the Superintendent and the chairperson of the Association's Professional Rights and Responsibilities Committee. The written grievance must be filed within thirty (30) calendar days of the occurrence. The principal/immediate supervisor shall within seven (7) calendar days after receiving the grievance give the grievant a written answer, with a copy to the Superintendent and the Chairperson of the Professional Rights and Responsibilities Committee.

C. Level Three

(1) If the grievant is not satisfied with the resolution of the grievance at Level Two, the grievant may refer the grievance to the Superintendent within seven (7) calendar days of receipt of the written response at Level Two.

(2) The Superintendent or designee shall within fourteen (14) calendar days after receipt of the grievance meet with the grievant, the Association Representative and such other persons as is necessary, to consider the grievance.

(3) Within seven (7) calendar days after such meeting, the Superintendent or designee shall give to the grievant and the Association a written disposition of the grievance.

(4) A grievance may be initiated at Level Three when the subject is not within the realm of responsibility or control of the principal/immediate supervisor. A grievance must be filed in writing within thirty (30) calendar days of the occurrence and the procedure stated in items of subsections 2 and 3 above shall apply except that the Superintendent may refer the grievance back to Level One or Level Two. If the grievance is referred back to Levels One or Two, the procedures stated for those levels shall be followed except the thirty (30) calendar day limitation shall be determined by the date of original filing at Level Three.

D. Level Four

(1) If the action taken by the Superintendent does not resolve the grievance to the satisfaction of the member, the Association may within fourteen (14) calendar days of receipt of such written response make written request to the Superintendent or designee for binding arbitration.

(2) The arbitrator shall be selected from the American Arbitration Association, according to its rules and regulations. The cost of said arbitrator shall be shared equally by the grievant and the Board.

(3) The arbitrator shall hold such meetings as he/she determines necessary to make a fair and impartial written recommendation on the grievance as stated.

(4) The recommendation of the arbitrator is binding on all parties and shall be made in writing to the Association and the Superintendent.

E. A copy of all grievance adjustments shall be sent to the Association. The grievant will be represented at Level Two and above of the grievance procedure by an Association representative of his/her choice.

F. Forms for filing and processing grievances shall be available from the Association building representative. (See Appendix J)

4.04 Grievance Records

Official records of the grievance proceedings are confidential information and shall be kept in a confidential separate file in the office of the Superintendent. The official records of the proceedings shall be destroyed three (3) years from the date of completion of said grievance.

4.05 Calendar Day

For the purpose of Article IV, the term "calendar day" shall not include legal holidays or days included in the District's Thanksgiving, Winter, or Spring recesses.

V. INDIVIDUAL EMPLOYEE CONTRACTS

5.01 Job Descriptions

If job descriptions are written for members of the bargaining unit, a copy of said job description shall be provided to the Association for input prior to the adoption by the Board. Once established, job descriptions shall not be changed without giving the Association opportunity for input on the proposed changes. The Board and the Association agree to bargain the effects on wages, hours and terms and conditions of employment of all changes in job descriptions.

Members shall be provided a current copy of the appropriate job description.

5.02 Types of Contracts

5.0201 All members employed by the Board, excluding substitute teachers, shall be issued individual written limited, extended limited, or continuing contracts (Appendices T, T-1, T-2). Substitute teachers shall be issued written substitute contracts. Limited, extended limited, and continuing contracts shall be defined and issued as provided in Ohio Revised Code Sections 3319.08 and 3319.11(A)-(F), except that eligibility for continuing contract (service) status shall be as provided in subsection 5.0203, contract status shall be as provided in subsection 5.0202, evaluation procedures shall be as provided in Article 10, reduction in force shall be as provided in Article 11, hearing procedures regarding notices of intention not to re-employ (nonrenewal) shall be as provided in subsection 5.0206, and except as otherwise provided in this agreement.

5.0202 Subject at all times to the Board's nonrenewal of any limited or extended limited contract as provided in section 5.0206 or termination of any contract as provided in this agreement, the contract status of the members in the Fairfield City Schools shall be:

A. Members without a continuing contract from another public school district shall initially receive a one (1) year limited contract, then may be recommended for a one (1) or two (2) year limited contract and thereafter may be recommended for further contracts in accordance with this agreement.

B. Experienced members with a continuing contract from another Ohio public school district may initially receive:

(1) Two (2) successive one-year limited contracts, or

(2) A recommendation for a continuing contract.

Thereafter, if the member has not received and does not apply for continuing contract (service) status, the member may receive additional limited contracts. If the member applies for continuing contract status, the member may be granted a continuing contract or their contract (service) status shall be determined under subsection D. below.

C. Members who have previously taught in the Fairfield City Schools under a continuing contract and have been re-employed by the Fairfield City Schools may initially receive:

(1) A one-year limited contract, or
(2) A recommendation for a continuing contract.

Thereafter, if the member has not received and does not apply for continuing contract (service) status, the member may receive additional limited contracts. If the member applies for continuing contract (service) status, the member may be granted a continuing contract or their contract status shall be determined under subsection D. below.

D. Members who have met all qualifications and/or requirements, as stated in subsection 5.0203 below, to become eligible for a continuing contract but who are not approved for a continuing contract by the Board of Education shall be given either an extended limited contract or nonrenewed. When issuing an extended limited contract, written reasons directed to the professional improvement of the member shall be given on or before June 1st.

5.0203 Continuing Contract Qualifications and/or Requirements:

A. Must provide the building principal with a written request for continuing contract status by September 15th of the school year within which continuing contract status is to be considered.

B. All members must hold a Bachelor's Degree.

C. Must hold a current, valid five (5) year professional educator license, a senior professional educator license or a lead professional educator license for the State of Ohio, except registered nurses paid on the registered nurses salary schedule and athletic trainers who are required to maintain current licenses issued by the State of Ohio.

D. Must have successfully performed their assigned duties in the position for which a continuing contract is sought in Fairfield City Schools for no less than three (3) of the last five (5) years except for experienced teachers with a continuing contract from another Ohio public school district or members who previously held a continuing contract of the same type with the Fairfield City Schools.

E. Members licensed after January 1, 2011 will be eligible to apply for a continuing contract after seven (7) years of holding an educator license. The teacher must also hold a current, valid professional educator license, a senior professional educator license or a lead professional educator license for the State of Ohio, except registered nurses paid on the registered nurses salary schedule and athletic trainers who are required to maintain current licenses issued by the State of Ohio. If the teacher did not hold a master's degree at the time of initially receiving an educator license, he/she must complete thirty (30) semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license. If the teacher held a master's degree at the time of initially receiving an educator license, he/she must complete six (6) semester hours of coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license.

F. Must have documentation of all items listed above in the district office personnel file prior to the recommendation to the Board for action on or prior to April 30th.

G. Members who attain all the qualifications and/or requirements, as stated in subsection 5.0203, for continuing contract status during the term of a limited contract shall be considered for continuing contract status regardless of the term of the limited contract.

H. Nothing in this subsection 5.0203 shall be construed so as to alter or limit in any way the options of the Board with regard to a member who is being considered for continuing contract status.

5.0204 A salary notice will be issued each year to each member holding a continuing contract.

5.0205 Limited Supplemental Contracts

The Board shall enter into written limited supplemental contracts with members in accordance with the attached Appendix T-3. Limited supplemental contracts are separate and distinct from the teaching contract, if any, and need annual approval by the Board and notice of nonrenewal is not required.

5.0206 Nonrenewal

Nonrenewal of limited and extended limited contracts shall be in accordance with the procedures and requirements of Ohio Revised Code Section 3319.11 except as otherwise provided in this section as permitted by law. An order affirming the intention of the Board not to re-employ the member shall be subject to the grievance and arbitration provisions of this agreement on the grounds that the Board has not complied with the requirements of this section, including Ohio Revised Code Section 3319.11 as modified herein. Such grievances shall be initiated at level three with the Superintendent. If the principal or other evaluator does not have a reasonable opportunity to evaluate a member in accordance with this agreement due to the member's absence, the lack of such evaluation shall not be a procedural error and shall not prevent an otherwise valid nonrenewal of the member. Because arbitration is a remedy available under this section, the member shall not be entitled to appeal to court under Ohio Revised Code Section 3319.11(G)(7). In any arbitration of a nonrenewal, the arbitrator shall be limited to a determination of procedural errors and to ordering the correction

of procedural errors and shall have no jurisdiction to order the Board to re-employ a teacher, except that the arbitrator may order the Board to re-employ a teacher in compliance with the requirements of division (B), (C)(3), (D) or (E) of Ohio Revised Code Section 3319.11 if the arbitrator determines that evaluation procedures in the school year in which notice of nonrenewal is given have not been complied with pursuant to this agreement or the Board has not given the teacher written notice of its intention not to re-employ the teacher on or before the first day of June. Otherwise, the determination whether to re-employ or not re-employ a teacher is solely the Board's decision and not a proper subject of review by the arbitrator and, except as provided hereinabove, shall not be invalidated by the arbitrator on any basis, including that the decision was not warranted by the results of any evaluation or was not warranted by any statement given by the Treasurer pursuant to Ohio Revised Code Section 3319.11(G)(2). The fact that any alleged error in the evaluation procedure was or was not grieved at the time of the evaluation shall not prevent the member from alleging noncompliance with the evaluation procedures of this agreement during a later grievance and arbitration process relative to a nonrenewal of the member's contract.

5.03 Priority of Contract

It is the intention of the parties to this agreement that the provisions of this article shall govern member contracts and nonrenewal. It is also the intention of the parties that the provisions of this article shall supercede and replace Section(s) 3319.07, 3319.08, 3319.09(C), 3319.11 and 3319.111 of the Ohio Revised Code, except as specifically provided otherwise herein.

5.04 Re-employment

A member who is offered a contract is presumed to have accepted employment for the succeeding school year unless he/she notifies the Board of Education in writing to the contrary on or before July 10th (O.R.C. 3319.11).

VI. COMPENSATION

6.01 Placement on Salary Schedule

6.0101 Salary Definition

The base salary of members covered by this contract shall be adopted to reflect the rates set forth in the schedule (Appendices A-1 and A-2). Applicable credit hours are expressed in semester hours. Official transcript hours not expressed in terms of semester hours will be converted to semester hours by the Superintendent or designee. The column designations are as follows:

Bachelor's: Member possesses a bachelor's degree but has less than 150 applicable semester hours.

BA+30 or Bachelor's with a total of 150 Hrs.: Member possesses a bachelor's degree and has earned 30 applicable semester hours beyond the total number of semester hours held when the bachelor's degree was awarded or member possesses a bachelor's degree and has at least a total of 150 applicable semester hours.

Master's: Member possesses a master's degree but has less than 190 applicable semester hours.

MA+30 or Master's with a total of 190 Hrs.: Member possesses a master's degree and has earned 30 applicable semester hours beyond the total number of semester hours held when the master's degree was awarded or member possesses a master's degree and has at least a total of 190 applicable semester hours.

6.0102 Service Increment

A full increment shall be granted to members who have served one hundred twenty (120) or more school days in paid status within a school year. Incremental adjustments will be made at the beginning of the next following school year, except that no service increment adjustment will be made in the school years for 2011-2012, 2012-2013, 2013-2014. Service increment steps not granted during the foregoing school years will not automatically be restored.

6.0103 Experience Credit for Newly-employed or Re-employed Members

A. Newly-employed or re-employed members shall be granted up to and including ten (10) years of chartered (public or non-public) school teaching service (PreK-12), including up to five (5) years of military service. Administrative and teaching service in the Fairfield City School District shall be included as teaching service without regard to the ten (10) year limit and shall be added to non-Fairfield teaching service as defined above which is limited to a maximum of ten (10) years. Non-Fairfield administrative service shall not be included.

If the District determines it to be necessary, the District shall have the discretion to place an employee above the aforementioned ten (10) years and grant up to a maximum of fifteen (15) years of experience for these positions. Should the District make said determination, the FCTA shall be notified.

B. Members employed after September 1, 2001 may be granted experience credit, not to exceed the aforementioned ten (10) year limit, for employment other than chartered school teaching service if the provisions of 6.0102 are met and if, in the judgment of the Superintendent or designee, any of the following descriptors of the employment other than chartered school teaching service apply:

(1) employment was with an agency whereby the member was placed in a school setting to perform duties with school-age children which are essentially the same as the duties for which the member is employed by the Board; or,

(2) employment was by a Head Start agency or other federally funded preschool program; or,

(3) employment was with a hospital, agency, or clinic where the member directly provided services to school-age children in a manner similar to the manner in which the member will be providing services upon employment by the Board.

C. Verification of experience credit with former employers is required in order for experience credit to be granted.

6.0104 Higher Salary Classification

Members who have earned additional college credit which would entitle them to a higher salary classification must submit to the Superintendent or designee an official transcript from an accredited college or university. Notification of such additional college credit by means of an official transcript shall cause appropriate advancement on the salary schedule as outlined below:

- October 1 – January 31 — Adjustment to be made on or before February 28 retroactive to the date of receipt.
- February 1 – September 30 — Adjustment to be made on or before October 31 effective commencing with or retroactive to the first paid teacher work day of the next school year after February 1.

6.0105 Calculation of Per Diem Pay

The per diem rate of pay for members for all purposes except severance pay, shall be calculated by dividing the individual's base salary as established pursuant to Appendix A of this Agreement by the number of days in the member's contract year, as established in Article VIII, Section 8.0301 or on the adopted salary schedule for those members with a contract year which differs from 8.0301. The per diem rate for purposes of calculation of severance pay is described in Article VII, Section 7.0802.

6.0106 Long term substitutes who have worked sixty (60) days in the same assignment shall, as of their 61st day in the same assignment, be placed on the BA 0 step of the teacher salary schedule.

6.02 District Athletic Trainer

Full-time District Athletic Trainer(s) will work not less than an average of forty (40) hours per week over the forty-two (42) week period encompassed by the school calendar. Work hours are flexible, determined by the schedule of athletic events and practices, may extend over seven (7) days, and may extend outside the adopted school calendar. Full-time District Athletic Trainer(s) shall not be required to work evening conferences (8.0406). The compensation for full-time District Athletic Trainer(s) shall be at the rate specified in the District Athletic Trainer(s) salary schedule (Appendices A-4, A-5 and A-6).

6.03 School Nurses

6.0301 The Board of Education will determine whether the vacant nursing position requires a school nursing license. The vacancy will then be posted as a "Licensed School Nurse", which requires that a school nursing license be attained; or a "Registered Nurse", for which school nursing certification is not required. A separate job description shall be written for a Registered Nurse.

6.0302 Licensed school nurses who are serving in a position posted as a "Licensed School Nurse" will be paid according to the teachers' salary schedule.

6.0303 Regardless of any or license held or attained through the Ohio Department of Education, an individual hired in a Registered Nurse position shall be paid according to the Registered Nurses salary schedule included as Appendices A-3 and A-4 herein.

6.0304 The Board agrees not to contract for nursing services with independent contractors of any kind or hire health aides to replace Licensed School Nurses or Registered Nurses.

6.04 School Psychologists

6.0401 The compensation for School Psychologists shall be at the rate specified in the School Psychologists salary schedule (Appendices A-5 and A-6).

6.0402 School Psychologists shall work twenty (20) extended days beyond the 184-day teacher work year. Up to ten (10) of these extended days may be flexed throughout the school year with prior approval from administration.

6.0403 If a School Psychologist takes a sick day, they may, with prior administrative approval, work remotely to conduct a virtual meeting from home for either a one-quarter (1/4) or one-half (1/2) of the workday.

6.05 Pay Periods

The contract year shall be divided into twenty-six (26) equal pay periods, as set forth on the following schedule.

	2025	2026	2027
JANUARY		9, 23	8, 22
FEBRUARY		6, 20	5, 19
MARCH		6, 20	5, 19
APRIL		3, 17	2, 16, 30
MAY		1, 15, 29	14, 28
JUNE		12, 26	11, 25

JULY	11, 25	10, 24	9, 23
AUGUST	8, *22	7, *21	6
SEPTEMBER	5, 19	4, 18	
OCTOBER	3, 17, 31	2, 16, 30	
NOVEMBER	14, 28	13, 27	
DECEMBER	12, 26	11, 24	

*First pay of new contract year.

The treasurer reserves the right to modify the above schedule during holiday breaks. At no time will the pay period fall later than the date specified above.

6.06 Payroll Deductions

6.0601 Payroll deductions may be made if requested by a member. The Board authorizes the Treasurer to make payroll deductions upon request for insurance premiums, credit union deposits, political contributions, 457 plan contributions and contributions to designated community organizations. Deductions will only be made for companies or organizations that have a minimum of one (1%) percent of the district's employees enrolled. The company or organization designated may be required to execute a reasonable agreement protecting the district from any liability. The Treasurer will deduct the premiums/contributions and forward them to the appropriate party.

6.0602 Payroll deductions for 403(b) contributions may be made if requested by member. The Board authorizes the Treasurer to make payroll deductions for companies that have a minimum of one (1%) percent of the district's employees enrolled and that comply with the IRS regulations regarding information sharing. Regardless of the number of employees enrolled, deductions for companies used by current employees will be maintained as long as they comply with the IRS requirements regarding information sharing. The company designated may be required to execute a reasonable agreement protecting the district from any liability. The Treasurer will deduct the contributions and forward them to the appropriate party.

6.07 Extracurricular Compensation

6.0701 Salary compensation for all extracurricular positions listed on the Extracurricular Placement Schedule shall be in accordance with the Extracurricular Index (Appendix B), except that no experience credit increment will be granted in school years 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, and 2016-2017. Service increment steps not granted during the foregoing school years will not automatically be restored. Payment for staff leadership positions provided for in section 6.11 is excluded from this section.

6.0702 The Extracurricular Index is computed on a base salary of $34,935.68 for the 2025-2026 school year. Beginning the 2026-2027 school year, the Extracurricular Index will be computed on a base salary of $36,333. Released

time from a classroom assignment is considered when computing the value of a job for placement. Athletic supplementals shall be paid in a lump sum upon completion of duties.

6.0703 A. Experience placement on the Extracurricular Index shall be based upon the total years of service, not necessarily continuous, in the same or a like position in chartered (public or non-public) schools (Pre-K - 12) and/or in a two-year and/or four-year college or university inside or outside of Ohio. Experience placement for service outside the Fairfield School District shall not exceed ten (10) years except that no member's existing experience placement shall be reduced as a result of this provision. Service in the same or a like position for purposes of experience placement on the Extracurricular Index shall be determined by the Superintendent or designee. Members who do not agree with their experience placement may appeal to the Extracurricular Review Committee whose decision shall be final and not subject to the grievance procedure.

If the District determines it to be necessary, the District shall have the discretion to place an employee above the aforementioned ten (10) years and grant up to a maximum of fifteen (15) years of experience for these positions. Should the District make said determination, the FCTA shall be notified.

If a member should volunteer for a total of one year in a position which is not yet listed on the Extracurricular Placement Schedule but which in the immediately subsequent school year is officially established by the parties through the process designated in Article 6, Section 6.0705, and is officially listed on the Extracurricular Placement Schedule, it is agreed that the member who served in the volunteer role shall be granted one year of experience placement on the Extracurricular Index.

B. Verification of experience credit with former employers is required in order for experience credit to be granted.

6.0704 There shall be a written job description on file in the Superintendent's or designee's office for every approved extracurricular position.

6.0705 Requests for new Extracurricular positions or re-evaluations of existing Extracurricular positions on the Placement Schedule are to be made as follows:

A. Except if there has been a change in the job description by the Administration after April 1 in any calendar year, requests for revisions will be considered annually. The request forms will be submitted by April 1 and acted upon by the Extracurricular Review Committee by April 30. If there is a change in job description by the Administration after April 1 in any calendar year, the person who holds the position may request that a re-evaluation be completed. Such request must occur within thirty (30) calendar days after the effective date of the change and shall be acted upon by the Extracurricular Review Committee within thirty (30) days of the request.

B. The review process must consider the position holistically in relation to like positions as well as in relation to all positions on the schedule.

C. All requests are to be filed by completing and submitting the appropriate Extracurricular form(s) (Appendices B-3-a through B-3-c) by the April 1 deadline.

D. The Extracurricular Review Committee will evaluate the request and forward recommendations to the Superintendent and FCTA President for review.

E. The FCTA President will forward his/her recommendations to the Executive Committee for their review prior to approval by the FCTA President.

F. The Superintendent will forward his/her recommendations to the Board of Education for their review prior to approval by the Superintendent.

G. Any changes will become effective upon approval by the Superintendent and FCTA President. A veto from either party will nullify the recommendation of the Extracurricular Review Committee.

6.0706 Membership on the Extracurricular Review Committee shall include five (5) representatives from the FCTA and five (5) administrative representatives. The committee shall be chaired by the Superintendent or designee who shall be one of the administrative representatives. The District Athletic Director shall serve as an ex-officio member. Effort shall be made to include both elementary and secondary representation on the committee, as well as both athletic and non-athletic representation.

6.08 Extended Service

6.0801 Extended service shall be defined as employment for performing selected duties listed in a position's job description for more than the regular contract year or the regular contract workday.

6.0802 Members on extended service shall be paid their per diem rate as determined by dividing the member's regular base salary by the number of days in the member's contract year.

6.0803 Extended service days should be served in a manner whereby some days are served prior to the start of the regular contract year but no earlier than July 15 and the remaining days are served after the close of the regular contract year but prior to July 15. A member's proposed calendar for serving extended service days must receive prior approval by the building principal and/or immediate supervisor. No extended service days may be served during the regular contract year unless such days are specifically approved by the Superintendent or designee prior to the day of service.

6.0804 All extended service on or after July 15 of each calendar year shall be at the rate of pay for the forthcoming school year. Such rate shall be reflected in the first regular pay of the forthcoming school year. All service prior to July 15 shall be at the rate of the last day of school for that year.

6.0805 The positions which shall include extended service are listed in Appendices U - U-1.

6.09 Modular Pay Rate

Members who are required by a principal or other administrator to perform any job-related responsibilities in excess of the required workday will be compensated at the rate of eight dollars ($8.00) per fifteen (15) minute increment or part thereof.

6.10 Stipends

Services rendered by bargaining unit members at the request of the administration which are not included in the normal course of any member's duties and which are of such a nature that normal extracurricular positions and supplemental contracts are not warranted, shall be compensated at the applicable rate of pay as follows:

6.1001 Attendance at Professional Activities:

A. Between the first teacher work day of the school calendar year and the last teacher work day of the school calendar year, the modular pay rate will apply.

B. After the last teacher work day of the school calendar year and prior to the first teacher work day of the subsequent school calendar year, the following rate will apply:

Full Day = Current Sub Rate
Half Day = ½ Current Sub Rate

6.1002 Leadership/Services:

Duties not specified herein shall be compensated at the modular pay rate unless a different rate is approved in writing by the FCTA President on behalf of the Association and the Superintendent of Schools on behalf of the Board of Education.

6.1003 Payment for mentoring and transition coach programs provided for in Section 10.07 and 10.08 are excluded from this section.

6.1004 Stipends automatically terminate and notice of nonrenewal is not required.

6.11 Staff Leadership Positions

6.1101 There shall be a written job description on file in the Superintendent's or designee's office for every approved staff leadership position.

6.1102 Staff leadership positions identified in appendix B-2-c and authorized by the Board of Education shall be compensated on limited supplemental contracts as shown in said appendix B-2-c.

6.12 Direct Deposit and Electronic Notification of Payroll Disbursement

Payroll will be disbursed in the following manner:

A. All members must be on direct deposit status for payroll disbursement. This requires completion of the direct deposit form, "Authorization Agreement for Direct Deposit Payroll", which is available in the Treasurer's Office.

B. All members must be on electronic notification for payroll disbursement. This requires completion of the form "Authorization for Emailing of Direct Deposit Stubs", which is available in the Treasurer's Office.

C. Reimbursements for mileage, professional leave, and tuition reimbursement will be made through automated direct deposit.

6.13 Transportation Allowance

6.1301 All members required to travel routinely as part of their contract duties shall be reimbursed at the current rate per mile for the use of their personal automobile. Reimbursement shall be made quarterly upon presentation of appropriate documentation according to the following schedule:

Quarter	Mileage Report Due Dates
July 1st through September 30th	no later than October 30th
October 1st through December 31st	no later than January 31st
January 1st through March 31st	no later than April 30th
April 1st through June 30th	no later than June 30th

Lack of submission of documentation by the deadline(s) noted above will result in the member forfeiting reimbursement for that quarter. This travel does not include any commuting between members' residences and district buildings.

6.1302 The reimbursement rate will be as allowed by IRS in effect on August 1 of each year.

6.14 College Credit Plus

Members who teach College Credit Plus classes shall receive an additional $500.00 for each semester-long College Credit Plus class taught.

6.15 Internal Subbing

Teachers may be required to substitute teach on their plan period up to two (2) times each calendar month. Part-time teachers may be required to substitute teach on their plan period up to one (1) time each calendar month. Administrators will first try to fill the position with a substitute teacher. If the position remains unfilled, the administrator will ask for his/her teachers to voluntarily fill the vacancy during their plan period. The administrator must then check to see if there are other members who are not on their plan periods who are available to substitute. If the position is still unfilled, the administrator may require teachers to substitute on their plan period on a rotating basis two times each calendar month. Teachers who substitute on their plan times will be paid at the rate of eight dollars ($8.00) per each fifteen (15) minute increment or part thereof.

Any elementary classroom teacher in grades Pre-K through five (5) who adds students to his/her regular classroom roster due to a teacher absence will be paid as follows:

A. An additional twenty dollars ($20.00) per day for taking additional students up to one-half (1/2) work day.

B. An additional forty dollars ($40.00) per day for taking additional students for more than one-half (1/2) work day.

VII. BENEFITS

7.01 Benefits – General Provisions

7.0101 The Board will provide the Association with a copy of the signed contracts as supplied to the Board for the dental and health benefits and life insurance.

7.0102 At the request of the Association, the Board shall provide the Association with annual reports regarding charges, rate increases and claims history, except for such information that may identify personal usage by a member or beneficiary.

7.0103 For members not on a full-time contract status the Board will pay a prorated portion of the charge for health and dental benefits in accordance with the member's contract time. In the event that a member does not pay the remaining portion of the charge for health and dental benefits, those benefits will cease.

7.0104 Board paid dental and health benefits will cease on the last day of the month within which a member starts a childrearing or other unpaid leave of absence. Members may choose to continue participation in either or both the dental or health benefit programs on a self-pay basis during any such unpaid leave of absence. Arrangements for such must be made with the Treasurer in accordance with Butler Health Plan eligibility regulations.

7.02 Dental Benefits

7.0201 The Board shall provide dental benefits as outlined in the Butler Health Plan (BHP) Dental Benefit Plan as adopted or amended from time to time by the Trustees of BHP.

7.0202 The Board will pay ninety percent (90%) of the annual charge for either a single, family or other dental plan, whichever is applicable to the member.

7.0203 Enrollment in the dental plan shall be as determined in the BHP regulations.

7.03 Health Benefits

7.0301 The Board shall provide health benefits as outlined in the "Butler Health Plan" BHP as adopted or amended from time to time by the Trustees of BHP.

7.0302 Effective July 1, 2013 (deducted in June 2013 paychecks if applicable), the Board will pay eighty percent (80%) of the applicable health insurance premium of the Butler Health Plan and twenty percent (20%) of the health insurance premium would be paid by the member.

7.0303 Enrollment in the health plan shall be as determined in the BHP regulations.

7.0304 The Board agrees to tax shelter employee contributions to their health and dental benefit plan charges and to provide the opportunity for members to establish medical and dependent care savings accounts through a Section 125 cafeteria plan. The Board shall not be responsible for any contributions to such accounts or for any administrative fees or costs of implementation of parts B and C of the Section 125 plan by a third party provider. The Board shall select the third party provider to administer parts B and C of the Section 125 plan after receiving input from the Association.

7.04 Payment in Lieu of Health Benefits

Members who are eligible for Board-paid health benefits as of January 1, 2011 and every January thereafter, either as the primary plan holder or as a dependent of a primary plan holder employed by the Fairfield City School District, and elect not to participate in and who are otherwise not included in the Board-paid health benefit program, and who do not participate in the health benefit program continuously from January 1st through December 31st, will be paid an annual stipend of five hundred dollars ($500.00) payable the last pay period in January in that following year. Members who meet the above-stated eligibility requirements, except that they submit a written resignation for purposes of retirement or resignation and actually retire or resign on or after June 1st but prior to August 31st, will be eligible for a pro-rated stipend, which will be paid in the member's final pay-off.

7.05 Life Insurance

The Board shall provide and pay for a fifty thousand dollar ($50,000.00) term life/accidental death benefits insurance policy for licensed members. Licensed half (1/2) time members shall be provided with a twenty-five thousand dollar ($25,000.00) term life/accidental death benefits insurance policy.

7.06 Tuition Reimbursement

7.0601 The annual appropriation for Tuition Reimbursement is to be the amount of two hundred dollars ($200.00) times the number of certified bargaining unit members in the employment of Fairfield City Schools as of October 1 of the school year. Employees who do not currently hold a masters degree will be reimbursed a maximum of six (6) semester hours or nine (9) quarter hours per academic year. For the reimbursement of coursework completed during the academic year, the account shall be used to partially reimburse eligible employees to a maximum of two hundred and seventy-five dollars ($275.00) per semester hour or one hundred and eighty-three dollars ($183.00) per quarter hour, not to exceed the cost of the tuition credit hour charged by the university/college.

7.0602 If the total amount requested for reimbursement exceeds the amount available that year, payment to all members will be reduced so that all members are paid an equal percentage of the tuition approved for reimbursement. Any part of the fixed budget amount for a given year which is not disbursed shall be used for professional development, instructional supplies, and/or new technology to benefit instruction. The assistant superintendent will provide a report to the association president each January regarding the status of this fund, and the proposed disposition of any balance remaining in the fund for that academic year.

7.0603 The following tuition reimbursement procedures must be followed:

A. To qualify for tuition reimbursement, an employee must be on a teacher's contract, or the equivalent contract for other bargaining unit positions, with Fairfield City Schools at the time of the reimbursement and also the year they are enrolled in the course.

B. The coursework must have been completed by August 31 for the employee to be reimbursed for the coursework done in the previous academic year September 1 – August 31. The form found in Appendix C must be submitted to the human resources office and approval obtained prior to beginning the course. All required paperwork noted in item G must be submitted by October 1.

C. One payment shall be made to qualifying/eligible members by December 15 of each year.

D. Failure to submit the completed Tuition Reimbursement Form (Appendix C) and other documents as spelled out in item G. below to the human resources office by the designated deadline of October 1 may result in the forfeiture of eligibility for reimbursement of coursework. It is imperative that the employee advise the human resources office of any irregularities, extenuating circumstances, or problems prior to the October 1 deadline for consideration of remaining eligible for that year's annual tuition reimbursement disbursement.

E. Other eligibility requirements include the following:

(1) Any member who currently holds a masters degree will be eligible to apply for up to six (6) semester hours every five (5) years as one of the options to renew a 5-year license or to pursue a certification/license needed by the District with prior approval of the Assistant Superintendent.

(2) College work must be taken from a fully accredited college or university. Both graduate and undergraduate courses will be approved if they:

a. are related to the member's present assignment and/or

b. present a meaningful training program for the benefit of the school system.

(3) Long term substitutes are not eligible for tuition reimbursement benefits.

(4) Reimbursement will not be made to a member who enrolls in a course or courses for which the tuition is paid by scholarship, fellowship, or federal grant. Members who use a certificate issued for his/her supervision of a student teacher will be reimbursed at a normal rate of reimbursement.

(5) Members who receive an "incomplete" for a course will be allowed a one-time carry-over to the next year for the successful completion of the course.

(6) Members on unpaid leave of absence may not make application for tuition reimbursement.

(7) Members on the recall list, who have been laid off due to a reduction in force, are covered under Article XI, Section 11.0405

F. Payment will be made for tuition expenses only and will not include payment for such items as books, materials, lab fees, meals, parking fees, application fees, graduation fees, or other miscellaneous fees.

G. The member must send a copy of the approved "Application for Tuition Reimbursement" to the human resources office along with the following attachments:

(1) A copy of an itemized statement from the college or university, or alternative documentation (including a letter from the college or university) showing cost for tuition without fees.

(2) A copy of the college or university final grade card or on-line posting or an official transcript.

H. Notwithstanding the restrictions on applying for and receiving tuition reimbursement found in sections 7.0601 and 7.0603 (E1), any teacher who is credentialed in an existing position and is now required to take additional testing in order to be qualified to continue in that position may apply for and receive tuition reimbursement for the cost of such test.

Such a teacher must complete appendix C-1, the "Reimbursement Application for Testing per 7.0603 H" and submit it to the human resources office in advance of taking the exam(s). After taking the exam(s), such a teacher must complete section II of the "Reimbursement Application for Testing per 7.0603 H" and resubmit the form to the personnel office, along with proof of payment and proof of the successful completion of the exam(s).

7.0604 The member will have every opportunity to work with the human resources office to submit the proper paperwork during both the application process and the reimbursement process. In case of a denial of reimbursement which the member disputes, the member may appeal the decision within thirty (30) days of the denial to the Superintendent and the Association President or their designees. The member will receive a response to the appeal within thirty (30) days of receipt of the appeal.

7.0605 Special projects, costs for Board sponsored lectures, workshops, group course work, etc. shall not be deducted from monies appropriated to this fund.

7.07 STRS Board "Pick-Up"

The Board herewith agrees with the Association to "pick-up" contributions to the State Teachers Retirement System or School Employees Retirement System, as applicable**,** upon behalf of the members in the bargaining unit as specified in

Board of Education Resolution Number 83-294 of November 29, 1983. This Resolution allows the member's personal STRS or SERS payment to be treated in a tax deferred manner.

7.08 Severance Pay

7.0801 The Board shall grant severance pay to any member who is employed by the Fairfield City School District with at least five (5) years of continuous, uninterrupted service and who is certified to retire and actually retires from teaching in the State of Ohio.

7.0802 Severance pay shall be calculated at one-half (1/2) of the first 100 days of accumulated sick leave plus one-fourth (1/4) of days in excess of 100, to a maximum of 107.5 days of severance pay. The per diem rate for the purpose of severance pay shall be calculated by dividing the individual's base salary as established pursuant to Appendix A, plus any salary earned pursuant to any supplemental contract(s) listed in the extracurricular placement schedule which were held during the last full school year (as defined by STRS at 120 days) worked prior to retirement, by the number of days in the member's contract year. The member's contract year is established in Article VIII, Section 8.0301, or on the adopted salary schedule of those members with a contract year which differs from 8.0301.

7.0803 Any member who dies while on active service or on any Board approved leave of absence of the Fairfield School District, is deemed to have retired the day prior to his/her death. Severance pay benefits shall be determined by the individual's sick leave accumulation as applied to the above formula.

7.0804 The member or beneficiary of the member shall receive total payment within thirty (30) days of the effective date of retirement.

7.0805 Additional Severance Pay

A. In addition to severance pay as provided above, members who retire as provided herein may receive additional severance pay under this subsection 7.0805 if such members have at least five (5) years of continuous, uninterrupted service with the Fairfield City School District prior to their retirement and if such members retire at their first opportunity to do so with unreduced benefits according to the age and service requirements of the State Teachers Retirement system.

B. Notice of intent to retire under this additional severance plan must be received from the member by the Superintendent or designee no later than April 1 of the year in which on or before July 1 or August 1 the member would first be eligible under the requirements stated in subsection 7.0805 A. above. The member must then retire on June 1, July 1 or August 1 of the calendar year in which the member was first eligible on or before July 1 or August 1.

C. Upon retirement under this severance plan, a member shall receive in addition to the severance pay provided in subsection 7.0802 above, a payment equal to one-fourth (1/4) of all accumulated sick days in excess of one hundred (100), one-half of such amount to be paid on the first district pay date following the member's last regular paycheck and the other one-half to be paid in January of the calendar year following retirement for those in the "Covered Group" as referenced in 7.0806 A. or in July of the calendar year following retirement for those not in the "Covered Group" as referenced in 7.0806 A.

D. Members must retire under this plan whenever they are first eligible under the criteria stated in subsection 7.0805 A. above or they forever forfeit their rights to payment under this additional severance plan.

E. Only members who apply for and receive regular service retirement are eligible to participate in this additional severance plan.

7.0806 Tax Shelter Option

A. The Board will sponsor and implement, at the earliest possible time, Section 403(b) Plans which allow retiring members in the "Covered Group" to tax shelter their severance pay. Members of the "Covered Group" will have their severance pay deposited into the Section 403(b) Plans sponsored by the Board. The Board shall not be responsible for any administrative fees or costs of implementation of the Section 403(b) program.

B. Any amounts of money exceeding the current annual 415 limits for the Section 403(b) Plans will have additional monies paid into the Section 403(b) Plans at the maximum contribution level allowed for up to five (5) years beyond retirement until all monies are paid out. Future contributions will be made in January of each year following retirement.

7.09 Professional Employee Assistance Program

The Board will provide, at no cost to the professional employee, an employee assistance program as is currently provided through Tri-health EAP or an equivalent plan. The FCTA President and the Superintendent or their designees shall review the plan at the time of its periodic renewal. In the event that the parties are unable to agree as to the plan to be provided or its continuation, the matter shall be referred for bargaining under Section 3.0502 or other mutually agreed resolution between the Association and the Board. Details of the plan are available in the district Treasurer's office and through the Association President.

VIII. WORKING CONDITIONS

8.01 Assignments, Vacancies, and Promotions

Assignment of personnel to buildings and positions shall be the responsibility of the Superintendent or designee. Specific assignments within buildings are the responsibility of the building principals, or other district supervisors/directors charged with the supervision of bargaining unit members.

8.0101 Assignments

A. A written notice of the assignments for the next school year will be given to the members on or before the member's last work day (See Appendix M) of the school year.

B. Prior to June 10 of each year, each principal/supervisor/director will provide each member of his/her staff the opportunity to discuss proposed assignments for the next school year at the request of the member.

C. Any changes in assignments necessary following written notification or involving involuntary reassignment to buildings or positions shall be made only after consultation with the member.

D. If a change of assignment to a building or position occurs after the opening date of the school year, or within three (3) days of the opening date of school, the member being reassigned will be granted a minimum of two (2) days to adjust, plan and procure the necessary educational materials needed for performing this new assignment, if the member being reassigned so requests.

E. Member assignments shall be made without discrimination in regard to race, color, creed, religion, nationality, sex, marital status, or disability.

F. Teachers required to change classrooms while students are in session will be provided a substitute to allow the teacher to monitor the relocation and reorganization of classroom equipment and materials.

G. Traveling teachers will be given preference of assignment to a permanent classroom over newly hired employees whenever practical. Classroom assignments under this subsection shall not be subject to the grievance procedure.

H. The Association and the Board agree that in the event a school building is closed within the district, the members of said building shall be given preference for any job openings in the system for which they are certified.

8.0102 Vacancies

A. The Superintendent or designee shall prepare a list of licensed professional employment openings and/or vacancies. A copy of this list shall be posted on the Office of Human Resources Site and sent in a district-wide email. The posting shall be for three (3) calendar days, excluding Saturdays, Sundays, legal holidays, and days included in the district's fall, Thanksgiving, winter, or spring recesses. The mailing to the Association President shall occur at the time of posting.

The written posting shall include the following information:

(1) Position(s) available
(2) Requirements for the position
(3) Description of the setting in which the duties of the position are carried out
(4) Deadline for application
(5) Effective starting date
(6) Any additional pertinent information
(7) Electronic link for submitting interest in position

B. All applications from members requesting consideration for a posted position must be submitted electronically via the electronic link on the posting and received by the Superintendent or designee by the close of the work day (4:00 p.m.) on the 3rd day of the posting period. The electronic submission of the application includes a time and date stamp. A new application is necessary for each position posted.

C. For each position sought, members may submit a portfolio including but not limited to copies of evaluations; resume; evidence of professional growth; letters of commendation from administrators, parents, and/or colleagues; work samples; etc., to the Superintendent or designee prior to the close of the posting period or at the time of the interview granted pursuant to Section E., for review by the appropriate administrator(s). Upon request, the portfolio will be returned to the member at the conclusion of the selection process.

D. Only applications from members shall be given consideration during the posting period. The administrator with the vacancy will interview all member applicants if the number of applicants is five (5) or fewer. If there are more than five (5) applicants for the same position, in lieu of interviewing all applicants, the administrator may develop a screening process to administer to all applicants. Such screening process shall be approved by the Superintendent or designee. The Association President will be notified by the Superintendent or designee when a screening process is implemented. The recommending administrator will determine the number of candidates to be

interviewed after evaluation of the results of the screening process. Such number can be less than five (5) if the results of the screening process so dictate.

Applicants no longer under consideration for a position will receive a communication to this effect.

An interview required under this section may be waived if so agreed by both the interviewing administrator and the member applicant.

Upon request, a member applicant will be provided a conference if the member is not selected for the vacancy. Such conference will be held within five (5) days of receipt of the request.

E. If the Superintendent or designee is not in receipt of any application within the specified time, or in the opinion of the Superintendent or designee, none of the applicants is qualified for the vacant position, he/she may then consider applications from outside the school system.

F. The posting process shall not apply to member vacancies which occur between July 11th and January 1st. However, such member vacancies shall be posted for the following school year.

G. Summer School Instructors, Home Instructors, ESL Tutors, Latchkey Summer Leaders, and Online Instructors:

All summer school instructor, home instructor, ESL tutor, latchkey summer leader, and Online Instructor position notices shall be posted at least once annually. All positions shall be offered to qualified members who apply before applications are considered from outside the school district.

8.0103 Promotions

A. "Vacancies" for all positions in the school system that are covered by a licensed professional administrative contract shall be sent in a district-wide email and posted on the Office of Human Resources Site. The posting shall be for three (3) calendar days, excluding Saturdays, Sundays, legal holidays, and days included in the district's Thanksgiving, winter or spring recesses. The posting shall include a job description or statement of necessary qualifications. The term vacancies as used in this section shall not include reassignment of existing administrators and/or changes in specific duties or titles of existing administrators. An administrative position shall be considered vacant only when the administrative position is to be filled by someone not currently holding an administrative contract in the Fairfield City School District. All postings shall include the following:

(1) Positions available
(2) Minimum requirements for the job
(3) Deadline for application
(4) Effective starting date

(5) Any additional pertinent information

B. All applications from members requesting consideration for a posted position must be submitted electronically via the electronic link on the posting and received by the Superintendent or designee by the close of the work day (4:00 p.m.) on the 3rd day of the posting period. The electronic submission of the application includes a time and date stamp. A new application is necessary for each position posted.

8.0104 Assignment for Curriculum Leadership

A. Members may be granted an assignment for Curriculum Leadership within the district for part or all of a school year upon approval of the Superintendent or designee. Said members are generally called Instructional Specialists. Instructional Specialists represent a field of expertise such as reading, math, language arts, special education, etc.

B. To be considered for a Curriculum Leadership position, members must apply through the designated posting process or make written application to the Superintendent or designee.

C. If a member is granted a position for Curriculum Leadership from his/her regular teaching assignment as approved by the Superintendent or designee, the following shall apply:

(1) The member granted an assignment for Curriculum Leadership shall receive the total salary for their teaching position based on the teaching salary schedule. In addition, the member will be required to serve ten (10) extended days annually based on the member's per diem rate times ten (10). Members may continue to hold previously granted supplemental contracts if approved by the Superintendent or designee. The responsibilities and constraints of the Curriculum Leadership position will be a factor in determining continued approval of a supplemental contract. If the Superintendent or designee denies approval to continue to hold a previously granted supplemental contract during the duration of the Curriculum Leadership assignment, then the supplemental position(s) shall be posted upon the member's return to a regular teaching assignment.

(2) A member's return date to a regular teaching assignment from a position for Curriculum Leadership shall coincide with the beginning of the next academic term unless a different time of return is mutually agreed to by the member and the Superintendent or designee. If a member returns to a regular teaching assignment within three (3) calendar years, he/she shall be returned to his/her previous assignment as listed on the last "Teacher Assignment for Next Year" form (Appendix M) issued prior to assignment to a Curriculum Leadership position. Otherwise he/she shall be returned to a position for which he/she holds certification.

(3) The member's job performance in an assignment for Curriculum Leadership may be evaluated by the Superintendent or designee in accordance with the procedures in Article X of this Agreement.

(4) Nothing in this section is intended to supersede language contained in Section 8.01, except that the position vacated by the member moving to a curriculum leadership assignment shall not be considered a vacancy under Section 8.0102.

D. Members assigned to Curriculum Leadership positions will be required to serve the time equivalent to the conference evening work time (8.0406) after the regular workday, as approved by the curriculum administrator.

8.0105 All-Day Kindergarten

In the event that All-Day Kindergarten is to be implemented, the parties will bargain the effects of All-Day Kindergarten in accordance with 3.0502 upon the request of either party.

8.02 Committee Guidelines

8.0201 When committees are established to study and develop recommendations for maintaining and/or modifying the educational program, or are established to develop recommendations for textbook adoption, the Superintendent or designee will solicit the assistance of the members. No professional staff members shall be required to serve on such committees. An effort will be made to rotate committee assignments to include all members who express a desire to participate. All committee work is done outside the teacher's working day unless authorized as released time by the Superintendent or designee. Additionally, the Assistant Superintendent, Director of Curriculum, FCTA President, and four teachers chosen by the FCTA President, will meet quarterly to discuss curriculum initiatives and receive feedback to inform the process

8.0202 Payment for Committee Work

A. Payment as described in this article is for work done on any committee established to improve the educational program. The charge to form and move forward with such committees must be authorized by the Superintendent or designee.

B. Payment for committee leadership/services will be determined in accordance with Section 6.1001 and 6.1002. An estimate of time needed to complete the task will be determined by the Superintendent or designee; that estimate will form the basis for the Committee Payment Agreement (Appendix V) to be issued to each committee member after the initial meeting. The Superintendent or designee will

log the hours for each approved task. If the work performed substantially exceeds the estimate, by mutual agreement of the parties an additional or amended Committee Payment Agreement may be issued.

C. Additional compensation for serving as chair and/or recorder of the committee will be calculated as follows:

20% of the modular rate for chair;
10% of the modular rate for recorder.

D. The Superintendent or designee will authorize the release of payment to committee members upon the committee's submission of completed work to the Superintendent or designee. A lump sum payment will be released as part of the member's regular bi-weekly pay; a separate check will not be issued.

8.0203 The ultimate responsibility and authority for adoption of curriculum and textbooks resides with the Board of Education.

8.03 School Calendar

8.0301 Prior to July 1, the Board shall adopt the school calendar providing for school to be in session for members no more than one hundred eighty-four (184) days unless otherwise indicated in this Agreement. Through the 2025-2026 school year, no more than one hundred seventy-eight (178) of the total days per year will be scheduled for student instruction. Beginning with the 2026-2027 school year, this number shall be reduced to one hundred seventy-seven (177) days.

A. Members working in grades PK-12 shall be required to work two (2) days prior to the start of school and one (1) day following the student's last day. Of the two (2) days prior to the start of the school year, one (1) day will be teacher-directed and one (1) day will be district-directed. The day following the student's last day will be teacher-directed.

B. One-half (1/2) of the November in-service day shall be district directed. One-half (1/2) of the November in-service day shall be designated as a recordkeeping exchange day. Members may utilize these 3.75 hours as needed for recordkeeping purposes throughout the school year.

C. The school day following the last day of the second quarter shall be designated as an in-service day. One-half (1/2) of the day shall be district-directed. On-half (1/2) of the day shall be teacher-directed.

D. One additional in-service day shall be designated as a district-directed in-service day.

E. Beginning with the 2026-2027 school year, one additional in-service day shall be designated as one-half (1/2) district-directed and one-half (1/2) teacher directed.

8.0302 The Association will have input into the school calendar via the established means of the District Labor Management Committee. However, final establishment of the school calendar rests with the Board. Once this calendar has been approved by the Board, any proposed changes must be reviewed with the Association via the District Labor Management Committee prior to implementation.

8.04 Length of School Day

8.0401 Members shall be in their classroom at a time established by the administration, which shall be prior to the time set for school to be in session and they shall remain in school for a period of time established by the administration after the dismissal of their pupils.

8.0402 The length of the members' workday for full-time employees shall be seven (7) hours and thirty (30) minutes.

A. The length of the workday for members who are less than full-time shall be one of the following:
one-third time (33%) = one hundred fifty (150) minutes
one-half time (50%) = two hundred twenty-five (225) minutes
two-thirds time (67%) = three hundred (300) minutes
Or on a pro-rata basis if member is compensated by means of State Auxiliary Services funds allocated to non-public schools. The Board may employ non-classroom teaching special services personnel (such as speech language pathologists, school psychologists, physical therapists, and occupational therapists) at employment percentages of less than 100% but at other than 33%, 50%, or 67%.

B. The Board of Education shall have the authority to schedule the number of class periods and student-contact time subject to the further limitations of this paragraph and the requirements for lunch, planning periods and the length of the member workday. The Board of Education agrees that the scheduled student day from tardy bell to dismissal for grades PreK-5 will not be increased beyond six (6) hours and forty-five (45) minutes and that teachers assigned to grades 6-12 shall not be required to teach more than six (6) periods per day. A period divided by a scheduled lunch shall be considered one (1) period.

8.0403 Members shall be permitted to leave their schools during their lunch period upon approval by a building administrator.

8.0404 Lunch period for all full-time members receiving a lunch period shall not be less than thirty (30) minutes of consecutive uninterrupted minutes. Members employed to work one-half time or less shall not receive a lunch period.

8.0405 Members who are assigned by the administration to remain on duty during overnight campouts at Camp Campbell Gard, Camp Joy, or Camp Kern which have been approved by the District shall be compensated at the rate of one-third (1/3) of .001 times the base salary at the Bachelor's level for every hour worked outside the regular school day. Any campout which is related to an extracurricular activity is excluded from the provisions of this paragraph.

8.0406 Conference Evening Work Time

A. Members are required to be present in their assigned building and in readiness for evening parent conference dates as specified on the District calendar annually adopted by the Fairfield Board of Education unless otherwise indicated in this Agreement. The specific times of each conference evening will be determined by each building principal and shared with the respective staffs two (2) weeks in advance of each conference evening.

B. Members are required to be on duty for a minimum of three and one-half (3.5) hours for each conference evening.

C. Members who are not present for evening conferences and have been granted an approved leave are required to make up the duties/responsibilities of evening conferences. A specific plan for the make-up of the duties/responsibilities must be worked out with the building principal.

8.0407 Members are required to attend one "open house" program per year in their assigned building without additional compensation. Members are required to be on duty for a maximum of two (2) hours for the open house. Members who are not present for open house must use .25 day of approved leave.

8.0408 Calamity Days

A. A calamity day shall be defined as the official closing of a school or schools by the Superintendent on account of severe weather or other emergency conditions. A two hour delay or a two hour early dismissal will count as a calamity day for half-day programs affected by the delay or early dismissal.

B. The declaration of a calamity day shall not result in a loss of pay.

C. Members shall not be required to report to their workplace on the first five (5) calamity days declared by the Superintendent within a school year.

D. If a calamity day is declared by the Superintendent after the aforementioned five (5) days, the following shall apply to calamity days six (6), seven (7) and eight (8);

(1) Members shall report to their workplace unless directed otherwise or a Level 2 or 3 Snow Emergency is declared in the county in which the member works or lives.

(2) Members may delay their starting time up to two (2) hours later than their regularly scheduled starting time. They must then work that same amount of time past their regularly scheduled ending time. They are still required to work their full 7.5 (seven and one-half) hours each of these three (3) days.

(3) The work performed on these days will be entirely teacher directed and unencumbered by meetings planned by administration.

E. Any calamity day declared after the eighth (8^{th}) calamity day shall be made up as outlined on the school calendar. Preschool programs will make up days as required by law or Ohio Department of Education requirements.

8.0409 Job Sharing

A. Definition

Job-sharing is defined as two members sharing one teaching position teaching the same students within the school district. Job-sharing will be restricted to each partner working some portion of each seven and one-half (7-1/2) hour day or evenly splitting the work week. The teaching partners shall be responsible for the full seven and one-half (7-1/2) hour day. The teaching partners may split their work time by each one working .50 each day, or they may divide their days evenly over the course of a work week by working a two and one-half (2-1/2) day split, including pro-rated planning time. Job-sharing shall be voluntary and require the endorsement of the Superintendent or designee and the principal in the building in which the teachers shall be sharing a position.

B. Parameters

The Administrators' decision shall be on a year-by-year basis and shall be based upon the needs of the building, unique elements of the position and the compatibility of the two teachers requesting to job-share. The Administrators' decision as to whether or not to endorse a job-sharing proposal shall be final and not subject to appeal or the grievance procedure.

The building principal may, during the course of the school year, implement any operational changes that the principal may deem necessary or desirable to improve efficiency, enhance participant job satisfaction or maximize the educational environment for students. However, such changes shall be consistent with the terms of this Agreement.

C. Initiation

Positions available for job-sharing are limited. Members considering job-sharing should consult with their building principal or immediate supervisor to find out whether job-sharing is an option. Upon written request, a meeting with their administrator shall be held in order to explain the member's proposal. Members wishing to job-share must find their own partner. The Board is not required to post job-sharing partner positions. Members interested in job-sharing, who have been advised by the Principal that job-sharing is an option, must submit a written, joint proposal that follows the Master Contract Agreement. This proposal must outline some of the features to be included in the program. It is to be submitted to their building principal and the Superintendent or designee prior to March 1 of the previous year. Prior to March 14th of the previous year, the members proposing job-sharing will be notified of the acceptance or rejection of their proposal. If the proposal is denied, the building principal shall provide written notification of the reason for refusal to the members. By April 30 of the previous year, any agreed-upon proposal shall be provided to the Association President.

D. Required Elements of the Job-Sharing Proposal

(1) Each team shall share one teaching position. Each team member will be properly licensed for the assignment.

(2) Each team must outline how the time and teaching responsibilities shall be divided and shared. This designation shall continue for the entire year.

(3) Each team plan shall address unique elements of the positions and describe how such elements will be addressed. Continuity of instruction and services to the students is crucial.

(4) Each team shall describe their teaching philosophy and standards and show that they are compatible.

(5) Both members shall attend all required in-services, conferences, open houses, IEP meetings, and staff meetings.

(6) Both members shall assess students as usual and attend to all applicable classroom management duties.

(7) The members will be expected to maintain close communication on a daily basis.

E. Teacher Employment Rights

The participating members shall, during their employment on a job-sharing basis:

(1) Be subject to all provisions of this Agreement.

(2) Receive a pro-rated salary based on the appropriate step on the negotiated salary schedule for full-time teachers.

(3) Accrue seniority and service years on a full-time basis.

(4) Receive modular pay if covering the absence of the other team member at the request of the building principal. Substituting for the job-sharing partner is strictly voluntary.

(5) Receive applicable health benefits and life insurance with the amount of life insurance and the amount paid for health benefit premiums by the Board to be the same as for part-time employees. See Article VII, Sections 7.0103, 7.04 and 7.05 for part-time employee benefits.

(6) A member's contract status shall not be affected by participation in the job-sharing program.

(7) It is the responsibility of each teaching partner to investigate the requirements of STRS and to determine their individual service credit.

F. Discontinuation of the Job-Sharing Team

(1) Should the Board, building principal or either of the involved members wish to discontinue the job-sharing program for a subsequent school year, the following shall apply:

a. If neither of the job-sharing partners was the incumbent in the shared position, the member on the team having the greater seniority shall retain the position on a full-time basis for the following year.

b. If one of the job-sharing partners was the incumbent in the shared position prior to the job-share, the partner who was the incumbent shall retain the position on a full-time basis for the following year.

c. If discontinuation of the job-sharing team or the job-sharing program results in the reduction of a teaming position, Article XI Reduction in Force may apply. The displaced member may be subject to the RIF policy and placed on a suspended contract with appropriate recall rights.

8.05 Planning Periods

8.0501 All full-time members at the secondary level shall be provided with at least one (1) uninterrupted preparation period per day equal in length to one (1) regular class period. However, due to the variable length of class periods at the Middle School, the daily uninterrupted preparation period will be a minimum of forty-seven (47) minutes in length.

8.0502 All full-time members at the elementary level shall be provided with at least forty (40) uninterrupted minutes of planning time daily. This time shall be scheduled during the student day. In addition, the non-student contact time before or after the student day in grades Pre-K through twelve (12) will be uninterrupted planning time except that two (2) days per month may be used for staff and/or committee meetings.

8.0503 Members on part-time status shall be provided with a daily planning period as follows:

one-third time = twenty (20) minutes planning time
one-half time = thirty (30) minutes planning time
two-thirds time = forty (40) minutes planning time

8.06 Professional Development

8.0601 In the spirit of moving beyond the information/announcement agenda of traditional staff meetings, the parties desire to move toward a greater focus on professional development. Both parties realize that situations arise which require the Board to mandate specific professional development for the Association's members.

8.0602 Development of Building Level Professional Development

A. Building administration will utilize the Building Leadership Team (BLT) to assist with planning professional development for the building staff. One BLT member shall be appointed by the Association. District administration will utilize the District Leadership Team (DLT) to assist with planning professional development for the district staff. One DLT member shall be appointed by the Association. The amount of time teachers are pulled from their classrooms during the student day shall be carefully considered by those who plan professional development.

B. Members are required to participate in ten (10) hours of professional development beyond the contracted work day for each academic year. Those ten (10) hours will be will be distributed between building and curriculum-driven professional development.

C. Members are also required to participate in Teacher Based Team (TBT) meetings.

(1) TBT's will meet within the contracted work day for thirty (30) minutes, three (3) times during each month of the academic year.

(2) The purpose of TBT's is for teachers to work collaboratively and review student progress based upon common data collected by each member of the TBT to:

a. determine which students have been successful and need enrichment,
b. determine which students have not been successful and need intervention, and

c. utilize the collective wisdom of the group to determine which teaching strategies will best serve each student group.

(3) Special area teachers will meet by subject area for ninety (90) minutes per month administratively coordinated with input from special area members. Travel time is included in the ninety (90) minute period.

D. It is the responsibility of the member to complete the required amount of hours during the academic school year. In the event a member misses a professional development activity, the member will need to make up the activity as follows:

(1) If a member misses a department, grade level, or subject area meeting, it is the responsibility of the member to meet with the designated staff leader to review any missed information.

(2) If a member misses a planned professional development session, it is the responsibility of the member to meet with the building administration to identify an approved replacement for the missed professional development.

8.07 Student/Teacher Placement

8.0701 We recognize that the kindergarten year is in general the first time that children experience formal schooling and that quality early childhood education is crucial to a child's educational start. Therefore, in grade K the board will endeavor to maintain twenty-four (24) students or fewer per class. In the event any grade K teacher has twenty-five (25) students for any a.m. or p.m. session, such teacher shall receive an additional five dollars ($5.00) per a.m. or p.m. session as applicable. When all grade K teachers at a building have twenty-five (25) students in an a.m. or p.m. session, an educational assistant shall be provided to assist such teachers in that a.m. or p.m. session, and the teachers would not receive additional compensation. Class size for grade K will not exceed twenty-eight (28) students. Eligible teachers who are off more than five (5) consecutive days will not receive additional compensation for the consecutive days not worked.

In grades one (1) through five (5) the Board will endeavor to maintain twenty-eight (28) students or fewer per class. Class size at any grade level one through five (5) in any building will not exceed an average of twenty-eight (28) students except as provided hereinafter. In the event any teacher in grades one (1) through five (5) has twenty-nine (29) students, such teacher shall receive an additional ten dollars ($10.00) per day in compensation. In the event any teacher in grades one (1) through five (5) has twenty-nine (29) students for half of the day, such teacher shall receive an additional five dollars ($5.00) per day in compensation. When all teachers in one grade level in one building have twenty-nine (29) students, an educational assistant shall be provided to assist such teachers, and the teachers would not receive additional compensation. Class size for

grades one (1) through five (5) will not exceed thirty (30) students. Eligible teachers who are off more than five (5) consecutive days will not receive the additional compensation for the consecutive days not worked.

In grades six (6) through twelve (12) the Board will endeavor to maintain thirty (30) students or fewer per class.

In grades six (6) through twelve (12), after the first full week in October of each school year, the total academic class load per member will not exceed one hundred seventy (170) students unless the member(s) agrees to accept additional students.

Nothing contained in this section shall apply to special education, music, physical education, health, and art classes.

8.0702 The process of placing students with special needs will be reviewed each January with the Staff Leadership Committee in each building.

8.08 Staff Development

8.0801 When new textbooks and/or curriculum are incorporated into the school system, all members who will be working with the new textbooks and/or curriculum will receive adequate in-service training and preparation in the use and application of the textbooks and supplemental materials.

8.0802 A menu of professional development opportunities available for the upcoming school year will be submitted by May 1st to the District Labor Management Committee. An annual assessment of the Staff Development Program will be conducted by the district and the results of such assessment will be submitted on or before May 1 to the District Labor Management Committee.

8.09 Personnel Files

8.0901 File Location

A personnel file for each member shall be maintained in the district office. This shall be considered a confidential file and the only official file of recorded information of members maintained by the Board except payroll records maintained by the Treasurer's Office. Principals and district office administrators who have supervisory responsibilities for members may maintain anecdotal notes on individual members. Said anecdotal notes may not be used in a member's disciplinary hearing nor entered into a member's official personnel file unless the member has been made aware of the contents of anecdotal notes in advance of the disciplinary hearing or the addition of such items to the official personnel file. All rights as provided for in this provision shall apply to anecdotal notes as well as other recorded information.

8.0902 Access to File

A. Individual members and/or designee shall have access to their personnel file upon request with reasonable advance notice. Requests of members to have access to their personnel files shall be handled by the Superintendent or designee.

B. Except as required by the Ohio Public Records Act, individuals who shall have access to a member's personnel file shall be limited to the Superintendent, Assistant Superintendents, Administrative Assistants, and other administrators who are directly involved in either the supervision of the member or an employment decision concerning the member, and/or other designated employees involved in file maintenance.

8.0903 Entry Identification

Copies of information placed into a member's file shall be duplicated and provided to the member at Board expense immediately upon placement in file.

8.0904 Signature or Initial of Member

The member's initials or signature will not indicate agreement with the content of the material, but indicates only that the material has been inspected by the member. The member will also be told that he/she has the opportunity to reply to any critical material in a written statement to be attached to the file copy.

8.0905 Entry of Materials by Member

The member may submit letters of merit which may be placed in his/her file.

8.0906 Removal of Materials

A. Any materials entered into a member's file, except evaluations or other items not subject to the grievance procedure, may be grieved as to accuracy, relevance, timeliness, or completeness of such material. If it is found to lack in any of the aforementioned, it shall be corrected or completed or if found irrelevant or untimely, it shall be removed from the member's file.

B. Information in the personnel file may be removed upon mutual agreement of the member and the Superintendent or designee.

8.0907 Anonymous Letters

Anonymous letters or materials shall not be placed in a member's file, nor shall they be made a matter of record except as required by law.

8.0908 Unauthorized Access

Except as required by the Ohio Public Records Act, the contents of the personnel file of a member shall not be disclosed to any person not authorized by the provisions of this contract or the member. A member may authorize access to his/her personnel file by submitting a written release to the Superintendent or designee. Said release shall be maintained in the personnel file.

8.0909 Copies of Materials

A member will be entitled to a copy of any material in his/her file.

8.0910 Privacy Act

The provisions of this section shall constitute the adoption and implementation of rules providing for the operation of the system of member personnel files in accordance with the provisions of Chapter 1347 of the O.R.C.

8.10 Preschool Policy

The following terms and conditions apply to the members involved in the Preschool Grant Program.

8.1001 It is the intent of the parties that the two (2) required annual home visits per student will be scheduled during the course of the regular workday. However, if the immediate supervisor of the Preschool Program determines that a home visit(s) has to be scheduled during the evening hours to accommodate a parental schedule, the staff member(s) involved will be able to flex the equivalent amount of time off on the next Friday following the home visit(s).

8.1002 At least two (2) district employees will be present at all home visits. Scheduling of home visits will be subject to the approval of the immediate supervisor of the Preschool Program. The length of the preschool teachers' workday shall be as provided in the master contract and travel time to and from home visits will be included in the workday. A lunch and planning period will also be provided.

Further, it is the intent of the Board of Education to schedule in-service programs during the weekly Friday workday. It is further understood that attendance at in-service programs scheduled during non-school hours will be voluntary on the part of the teacher member.

8.1003 Licensed preschool staff members may utilize district vehicles provided through the Transportation Department for home visits, or will be reimbursed for mileage when using their private vehicle for home visits. Reimbursement will be at the rate as specified in the current master contract.

8.11 No Smoking Policy

The Fairfield City School District Board of Education and the Fairfield Classroom Teachers' Association agree to the following:

8.1101 Members must move off school grounds and out of sight from school property to smoke.

8.1102 Although the Fairfield City School District requests cooperation of bargaining unit members in enforcing the "No Smoking" Policy, members of the bargaining unit are only required to bring violations of this policy to the attention of the administrative or security personnel.

8.1103 Any bargaining unit member violating the "No Smoking" Policy will be given a verbal warning and referred to the Employee Assistance Program for an individual counseling session for the first offense. Violations of this policy beyond the first offense will be dealt with on a case-by-case basis.

8.12 Drug Free Workplace

8.1201 No employee shall unlawfully manufacture, distribute, dispense, possess or use any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance as defined in federal and state law, in the workplace.

8.1202 "Workplace" is the site for the performance of any work done in connection with the District. The workplace includes any school building, school property, school-owned vehicles or school-approved vehicle used to transport students to and from school or school activities (at other sites off school property) or any school-sponsored or school-related activity, event or function, such as a field trip or athletic event in which students are under the jurisdiction of the school authorities.

8.1203 As a condition of employment, each employee shall notify his/her supervisor, in writing, of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, not later than five (5) days after such conviction.

8.1204 Employees will be given a copy of the standards of conduct and the statement of disciplinary sanctions and will be notified that compliance with the standards of conduct is mandatory. Employees who violate the policy shall be subject to administrative regulations, local, state and federal laws and/or the negotiated agreement, up to and including termination. Any employee in violation of this policy may be required to participate in a drug abuse assistance or rehabilitation program approved by the Board.

8.1205 Employees will be provided the opportunity to participate in a drug-free awareness program to inform them of requirements, services and penalties.

8.1206 Annually, employees will receive a list of local drug and alcohol counseling, rehabilitation and re-entry programs and services which are available in the community. Lists will also be available in the central office.

8.13 Summer School Instructors, Home Instructors, EL Tutors, Latchkey Summer Leaders, and Online Instructors

8.1301 Summer School Instructors, Home Instructors, EL Tutors, Latchkey Summer Leaders, and Online Instructors approved by the Board shall be considered supplemental contract positions and shall be paid at the hourly rate for Bachelors degree, step 0 on the teachers' salary schedule (Appendix A). If the on-line instruction is a part of a student-initiated credit flexibility plan, see Section 8.24 for the member working conditions for the "teacher of record" under a credit flexibility plan.

8.1302 All members employed in one or more of the above-referenced positions shall not be entitled to a planning period, a lunch period, or paid leave while performing the duties of these positions.

8.1303 Except for the hourly rate of compensation specified in this Article, any member employed by the district solely in one or more of the above-referenced supplemental positions shall not be eligible for any other benefits specified in this contract. Terms and conditions of such supplemental contracts shall be the same as for other supplemental contracts, except that any grievance under such contracts shall only relate to the rate of the member's pay or hours worked.

8.1304 Except as provided in Section 8.1306, the purpose of online instruction is to enhance and expand class offerings for students; particularly students who are at-risk, (credit-deficient or expelled), gifted, and/or on home instruction. Online instruction will be used as a way to provide electives with low enrollments, with "low enrollment" defined as it has been in the past. Online instruction may be a part of a student-initiated credit flexibility plan. See Section 8.24 for the details of member working conditions for the "teacher of record" under a credit flexibility plan.

Courses for online study will be reviewed by the instructor, the department chairperson, the building principal or designee, and the superintendent or designee, and other relevant personnel, and presented to the Board of Education for approval in accordance with Board policy. Additionally, courses for online study could be developed by Fairfield employees if feasible.

8.1305 Home Instruction, EL Tutoring, and Electronic Remediation/Non-credit Instruction done by a member during a member's planning period or during the member's designated work day shall be paid at the modular pay rate

per Article VI, Section 6.09. See Section 8.24 for the member working conditions if the member is the "teacher of record" for a credit flexibility plan.

8.1306 The Fairfield City School District seeks to provide students with 21st century learning opportunities. Some of these learning opportunities may include online coursework provided by members which could replace traditional classroom instruction in some instances. The District agrees that no then-existing member will be reduced, non-renewed or otherwise lose employment with the District as a result of the implementation of online coursework. Members may be assigned to other teaching positions for which they are qualified as necessary to retain their employment with the District. Members who are providing online coursework as regular teachers under this section shall not be paid or covered as online instructors under the provisions of Sections 8.1301 through 8.1305 above.

8.14 Sports Medicine/Pupil Activity Requirement

The Board will offer at least once annually the training necessary to complete Sports Medicine/Pupil Activity Certification the cost of which will be reimbursed to the member. Such training shall be scheduled as determined by the Board of Education and shall be offered only to members required to have the Sports Medicine/Pupil Activity Certification as a part of a supplemental contract.

The Board shall have the authority to require Sports Medicine/Pupil Activity Certification. Members who do not utilize the Board-offered training shall be responsible to obtain the certification on their own.

8.15 Student Teacher Policies

8.1501 No member will be assigned a student teacher or student observer without the member's consent. Members will be provided prior notification as to the date, university requirements and time of all student observations.

8.1502 Members will receive all compensation paid by the sending college or university for accepting a student teacher. Any and all remuneration in the form of stipend(s) or credit certificate(s) (tuition vouchers) supplied by a college and/or university to the Fairfield City School District for participation in the student teacher program shall be assigned by the District to the teacher who performed the work with the student. The value of such vouchers will be included on the W-2 tax forms of the participating member(s). Remuneration in the form of monetary payment received by the District will be paid by the District in one check stipend for each semester applicable, to be included on the regular paycheck as additional pay, with deductions taken out as required by law.

8.1503 The building principal will give the bargaining unit members the opportunity to express interest in having student teachers or student observers prior to making such assignments.

8.1504 An existing leadership committee at each building, such as department heads, unit leaders, subject coordinators and/or grade level chairs, will be assigned the duty of reviewing with the building administration all student teacher placements prior to the university's confirmation deadline. Final approval rests with the building administration.

8.1505 In the event the member feels the necessity to terminate the assignment, the member will contact the building principal who, in turn, will arrange for a conference between the building principal, the cooperating teacher, the student teacher, and the student teacher's immediate supervisor/advisor from the placing university.

8.16 Procedure for Reconsideration of Instructional Material

When criticism of the books or materials in any school and/or school library is received from patrons of the district, the following steps shall be taken:

8.1601 The critic shall be required to fill out and return the approved form with the complainant's signature attached. (See Appendix L).

8.1602 A committee, appointed by the Superintendent, shall review the request(s) for reconsideration of a library book or materials. This committee will report its findings and make recommendations to the Superintendent.

8.1603 If the complainant is not satisfied with the decision made by the Superintendent, the matter may be taken to the Board of Education for final resolution.

8.1604 Resolution at the Board of Education level shall bring referral to the Superintendent or designee for implementation.

8.17 Physical/Psychological Examinations

When information regarding a member comes to the attention of the Superintendent or designee which pertains to the member's physical or psychological ability to perform his/her duties or which may have a direct impact on the physical safety and welfare of the member, fellow employees or the students, the following procedures will be implemented:

8.1701 The Superintendent or designee will investigate to determine if the matter is to be dropped or pursued.

8.1702 If the Superintendent or designee determines to pursue the matter, the Superintendent or designee will personally schedule and hold a conference with the member to discuss the information received and possible resolution of the matter. When scheduling the conference with the member, the Superintendent or designee

will share the nature of the information with the member and advise the member that he/she may have an Association representative present at the conference.

8.1703 Subsequent to the conference, if the Superintendent or designee determines the matter remains unresolved, the Superintendent or designee will implement one or more of the following:

A. determine that no further action is needed at this time.

B. advise the member to see his/her personal physician and/or make a self-referral to the Employee Assistance Program (EAP).

C. at Board expense, require the member to have a physical and/or psychological examination.

(1) The member may choose from among a list of at least four physicians/clinical psychologists provided by the Superintendent or designee. Prior to the member's appointment with the physician/clinical psychologist, the Superintendent or designee shall issue a communication to the selected physician or clinical psychologist in the form shown in Appendix N. The member shall execute the written CONSENT TO RELEASE OF EXAMINATION REPORT as shown in Appendix N.

(2) The selected physician/psychologist is to send a written statement to the Superintendent or designee certifying that the member is or is not competent to perform his/her duties and does or does not present a danger to the safety of the member, fellow employees or students.

(3) If the statement is in dispute by either party, or if the statement is not issued in a timely manner, an additional opinion will be obtained at Board expense from another physician or clinical psychologist on the list.

(4) Where the question of competency remains at issue, a third opinion will be obtained from a third physician or clinical psychologist on the list. Additional physicians or clinical psychologists may be added to the original list by the Superintendent or designee, if necessary. The majority opinion will be binding.

D. When a member is required by the Superintendent or designee to have an initial or subsequent physical and/or psychological examination pursuant to subparagraph C. above, the member shall be placed on paid administrative leave for a period of up to five (5) working days which may be extended by mutual agreement. If the matter is not resolved within that period, the member shall be required to use sick leave, if available, and if not available, shall either use personal leave, if available, and/or be on unpaid leave until the matter is resolved in accordance with subparagraph C. above. Other than the paid administrative leave provided above, it is the intent of the parties that the member will be responsible

for using sick leave, personal leave or unpaid leave as outlined above for any periods during which the member is determined to be not competent to perform his/her duties or presents a danger to safety. The member shall be recredited for sick leave used and paid salary for unpaid leave used for any period during which the member is ultimately determined to have been competent and not a danger to safety in accordance with the above process. The Board shall not be obligated to provide unpaid leave under this section for more than a period of one year.

8.1704 Any and all information obtained relative to a member's physical or psychological condition shall remain confidential to the Superintendent or designee, the Board attorney, and confidential support staff of the district office, except that the Superintendent or designee may utilize the information obtained as the basis of a recommendation or recommendations, with regard to the member's discipline, employment status or contract. Such confidential information may be disclosed to the Board of Education or to any other individual who has responsibility for decisions regarding the member's discipline, employment status or contract.

8.1705 Refusal of the member to participate in the conference or submit to such examinations shall be deemed a matter of employee discipline.

8.18 Complaint Procedure

8.1801 When a complaint regarding a member is received by the administration from a parent, student, staff member or community member, which may result in disciplinary action or specific notation in the evaluation of the member, the administration shall notify the member of the complaint and shall confer with the member as to the validity of said complaint.

8.1802 No record of a complaint shall be placed in the member's personnel file or specifically noted in the evaluation until such meeting occurs and the complaint is substantiated and is considered serious enough to warrant placement in the personnel file or specific notation in the evaluation. The member shall be notified of such placement and the provisions in Article VIII, Item 8.09 shall be applicable.

8.19 Disciplinary Procedures

8.1901 The administration may take disciplinary action against any member for just cause. Generally, discipline will be progressive in accordance with the following steps:

Step I - Verbal warning to the member
Step II - Written warning to the member
Step III - One day suspension without pay
Step IV - Three day suspension without pay

If the infraction or conduct is of a severe nature, any or all of these steps may be waived by the administration.

8.1902 Except for verbal warnings, a conference shall be scheduled between the member and the administration to discuss the infraction or conduct and any proposed discipline.

8.1903 The member shall have the right to an Association Representative of his/her choice at any conference in which the member is present and in which discipline of the member is discussed.

8.1904 Non-renewal of limited, extended limited, and supplemental contracts and evaluations are not disciplinary actions under this contract. Evaluations may not be used as evidence in member disciplinary action under this contract without independent supporting evidence.

8.1905 Termination and suspension pending termination shall be according to statute and the provisions of this contract do not alter or affect those procedures.

8.20 Workers' Compensation

The Board will provide Workers' Compensation coverage to the members in accordance with the applicable Ohio statutes. Any member who sustains an injury or has a claim covered by the Ohio Workers' Compensation statutes shall:

A. in compliance with Ohio H.B. 308 complete and submit to his/her immediate superior an Employee Accident Report Form.

B. secure treatment from one of the designated providers as listed on the employee accident report form if medical treatment outside of the assigned work area is needed.

The designated provider will complete and file appropriate Workers' Compensation medical claim forms, and take care of all billing to Workers' Compensation. There will be no out-of-pocket expenses to the member when treated for an injury or claim covered by Workers' Compensation at the designated provider. In addition, and as needed, the designated provider's physicians will confer with the member's private physician to ensure appropriate treatment and follow up.

If so desired, members may consult with and/or visit their private physician following the initial contact with a designated provider. When doing so, the member should inform the private physician of the job-related injury.

Members filing a claim for lost wages through Workers' Compensation must secure and complete the appropriate wage loss claim form. Forms are available through the Treasurer's Office.

8.21 Special Education Annual Reviews and Alternate Assessments

The Board will provide two (2) days of release time during the regular school day for intervention specialists for the purpose of writing IEPs and ETRs. In addition, the Board shall provide up to a maximum of fifteen (15) hours of modular pay to intervention specialists for work performed on-site writing IEPs and ETRs beyond the regular work day. As recommended by the Special Services Director, the Board will provide one-quarter (1/4) release day per student for Special Education teachers responsible for preparing, implementing and reporting Alternate Assessments.

Members required to write Jon Peterson/Autism Scholarship IEPs shall be compensated at a rate of two (2) hours of modular pay for each Jon Peterson/Autism Scholarship IEP completed.

After the completion of ten (10) WEPs per academic calendar year, the Board will provide one-quarter (1/4) of an hour of modular pay for work performed on-site writing WEPs by general education teachers assigned to the following students:

A. Students who qualify in the academic area of the general education teacher.
B. Students who are identified solely as having superior cognitive ability.

8.22 Intervention Guidelines

The superintendent will oversee the preparation of written guidelines and provide orientation for the guidelines in order to address the following items:

A. Clarification of the roles and responsibilities of the special and regular education teacher when working in an inclusion setting.

B. Sample lessons, examples of how to modify lessons, and directions on how to locate resources.

C. All forms used in the RTI/PBIS process, in use in the building, along with instruction for their use.

D. An annual purchase plan that details what items should be purchased by the district, building budget, or special education budget.

E. Other intervention information as appropriate.

8.23 English Learner Teacher Release Time

The Board will provide up to two (2) days of release time during the regular school day for members in an EL teacher role for the purpose of writing EL plans.

8.24 Credit Flexibility Plans

8.2401 The district will offer credit flexibility options to students in grades 9-12 in accordance with Ohio law. A student desiring to initiate a credit flexibility option must submit a plan for approval. Each plan, other than a plan for an online course offered by a provider that is on the district approved provider list, will be reviewed by a panel consisting of an administrator, a school counselor and a teacher or teachers licensed to teach the course or courses for which the student wants flexible credit. A member serving on such a panel to approve a plan or to hear an appeal for approval of a plan will be compensated at the modular pay rate listed in Section 6.09 for all panel work required outside the regular member work day or during the member's planning period.

8.2402 All work of approving credit flexibility plans, and approving, monitoring, and assessing work under a student-initiated and district-approved credit flexibility plan shall be voluntary.

8.2403 The member will be compensated on a supplemental contract for a minimum of one (1) hour worked and maximum of ten (10) hours worked outside of the contract day at the BA 0 hourly rate for each student on a credit flexibility plan for which he/she is the teacher of record.

8.2404 When a Fairfield student is enrolled in an online course through Butler Tech Online, a Fairfield member will be the teacher of record unless the teacher of record is otherwise provided.

IX. LEAVES OF ABSENCE

9.01 Adoption Leave

9.0101 An employee may use up to thirty (30) consecutive days of accumulated sick leave for his/her personal adoption of a minor child up to and including five (5) years of age. An employee may use up to ten (10) consecutive days of accumulated sick leave for his/her personal adoption of a minor child six (6) years of age or older.

9.0102 If both adoptive parents are bargaining unit members, their combined use of sick leave for the purpose of adoption is limited to thirty (30) consecutive sick days total for a minor child up to and including five (5) years of age or ten (10) consecutive sick days total for a child six (6) years of age or older.

9.0103 Members who adopt may also use unpaid Family Medical Leave Act (FMLA) as applicable and as referenced in subsection 9.06 contained herein for the purposes of adoption.

9.0104 Members who adopt may also use unpaid childrearing leave as specified in subsection 9.03 contained herein for the purposes of adoption.

9.0105 Legal verification that adoption is in process or has been finalized is required.

9.02 Assault

9.0201 Any member who is unable to perform his/her duties due to a physical assault upon the member while performing school-related activities shall receive assault leave up to a maximum of thirty (30) days. Members that have been threatened in person with physical assault and are unable to perform their duties may request and shall receive assault leave for the remainder of the day. Performing school-related activities shall be interpreted to include any actions taken by members to control, discipline or otherwise direct the behavior of individuals which disrupts a school function. This shall not include actions taken for personal reasons. Upon request, the member shall provide the Superintendent with a statement from his/her physician that the member is unable to perform the duties of his/her position due to the injury.

9.0202 All absences due to court appearances resulting from school related assaults shall be chargeable to assault leave.

9.03 Childrearing

9.0301 Unpaid childrearing leave for a newly born or newly adopted child shall be granted to a member for up to twelve (12) consecutive months. Extensions may be granted at the discretion of the Board. Members shall submit a written notice to the Superintendent not later than thirty (30) calendar days prior to the member's last workday advising the Superintendent of the date that this leave is to begin. If the Board exercises the option to non-renew the member's contract as in Section 5.0206, the unpaid childrearing leave will terminate with the end of the employee's limited contract with the District.

9.0302 Members' rights while on childrearing leave are the same as those stated for unpaid leaves of absence (9.0804).

9.0303 The Board recognizes that the granting of unpaid childrearing leave does not preclude a pregnant member from also exercising her rights to sick leave and/or an unpaid leave for personal medical reasons. Childrearing leave, sick leave and unpaid leave cannot run concurrently.

9.04 Court Appearance/Jury Duty

9.0401 When a member is called for jury service, he/she shall give his/her immediate supervisor proper notice and the Board will reimburse the member his/her regular pay and/or supplemental pay.

9.0402 When a member under contract is subpoenaed to serve as a witness in a school district job related court action, he/she shall be given a leave of absence with pay for the time required for such court appearance.

9.0403 When a member is involved as a party in a court action arising from his/her school district employment, he/she shall be given a leave of absence with pay for the time required.

9.0404 When a member is subpoenaed or is party in a court action other than job related, he/she shall be permitted to use personal days, apply for a day(s) without pay, or apply for unpaid leave of absence

9.05 Day Without Pay

Members may apply for and may or may not be granted up to two (2) aggregate days without pay within the school year contingent upon the following:

9.0501 The member has exhausted his/her allowable personal days.

9.0502 Days without pay may only be used in one-half (1/2) or full day increments.

9.0503 Except for a verified emergency, a day without pay cannot be used prior to or after a holiday.

9.0504 Members must submit a day without pay form to the building principal at least three (3) days in advance of the requested day(s). (See Appendix G)

9.06 Family Medical Leave Act

The provisions of the Board Policy and related regulations regarding the Family and Medical Leave Act (Board Policy GBR and Regulations GBR-R) as they exist upon the effective date of this agreement shall apply to the members of the bargaining unit. This policy will be maintained in the files of the Association President, human resources office, and in all school buildings. Both paid leaves of ten (10) or more consecutive days and unpaid leaves of absence (including childrearing) and Family Medical Leave Act leave shall run concurrently, if applicable.

9.07 Foster Care Leave

An employee may use up to ten (10) consecutive days of accumulated sick leave after receiving a minor child being placed into foster care, not to exceed a total of thirty (30) days per contract year. For minor children five (5) years of age or under being received for foster care, the member shall be entitled to use up to thirty (30) consecutive days of accumulated sick leave in a contract year, not to exceed a total of thirty (30) days in a contract year.

9.08 Leave of Absence, Unpaid

9.0801 To be considered, members applying for an unpaid leave of absence shall:

A. Verbally advise the administration as soon as possible if an application for leave of absence is being considered.

B. Apply for such leave of absence in writing indicating the value of such leave to him/herself and/or the school system by completing and submitting the Application for Unpaid Leave of Absence (Appendix W).

C. Examine the Optional Retirement System Purchase of Service Waiver (Appendix X), if applicable, and decide whether or not to agree to the waiver.

9.0802 When reviewing a request for an unpaid leave of absence, the Board will consider the value of the leave to the member and the school system, as well as any potential costs associated with the unpaid leave of absence, including, but not limited to, the possible future cost of service credit purchase, or the waiver and agreement not to purchase or attempt to purchase service credit for the period covered by the unpaid leave (Appendix W).

9.0803 A member may or may not be granted an unpaid leave of absence for part or all of a school year upon approval of the Board of Education. If illness or other disability of the member is the reason for the request, unpaid leave shall be granted for a period of not more than two (2) consecutive school years.

9.0804 If an unpaid leave of absence is granted, the following shall apply:

A. A member on an unpaid leave of absence may choose to continue participation in all insurance plans by remitting the premium to the Treasurer of the Board. Such remittance shall not be required more than thirty (30) days in advance.

B. The term of the member's contract shall not be extended by leave in the event that a member's limited contract expires while on leave. The member's contract will be renewable or non-renewable in accordance with O.R.C. and this Agreement.

C. All other benefits provided in this contract cease while on an unpaid leave of absence.

D. A member's return date from an unpaid leave of absence shall coincide with the beginning of the next academic term unless a different time of return is mutually agreed to by the member and the administration.

E. If a member on a first year leave notifies the Superintendent or designee of his/her intent to return on or before March 1, he/she shall be returned to his/her previous assignment; otherwise he/she shall be returned to a position for which he/she holds certification. Members on a second consecutive year of unpaid leave shall be returned to a position for which he/she holds certification.

9.09 Maternity/Paternity Leave

9.0901 Female members may use accumulated sick days and/or personal days on an as needed basis during pre-natal period. Immediately following the date of delivery female members may use their accumulated sick days and/or personal days for any scheduled workdays during the period of fifty-six (56) calendar days immediately following the date of delivery of which the final twenty (20) of these work days are for bonding or caring for the new child. The member is expected to return to work at the conclusion of the fifty-six (56) calendar day period unless the use of additional accumulated sick days is required by the attending physician's written direction or if the member requests and is granted an unpaid childrearing leave of absence.

Female members who do not have sufficient accumulated sick days and/or personal days to cover the workdays in the fifty-six (56) calendar day period immediately after the date of delivery and are unable to return to work must apply for an unpaid childrearing leave of absence until released by the attending physician. Release by the attending physician does not preclude the member from being granted an initial or extension to an unpaid childrearing leave of absence.

9.0902 The parent who did not give birth may use accumulated sick days and/or personal days on an as needed basis during the pre-natal period. Within the first twelve (12) weeks immediately following delivery, the parent who did not give birth may use up to twenty (20) consecutive days of accumulated sick days and/or personal days for bonding or caring for the new child. In the case of unmarried couples, the member shall provide the Human Resources Department a written statement of his/her biological or other relationship to the child and the birth parent.

9.0903 All members may take additional unpaid leave for childrearing as outlined in this Master Contract Agreement and/or in the Family Medical Leave Act. Please refer to Sections 9.03 and 9.06 of this contract.

9.10 Military Leave

Military leave shall be as provided in O.R.C. 3319.13 and 3319.14. The Board may suspend the contract of the replacement teacher whose services become unnecessary because of the return of a teacher from service in the uniformed services. If the replacement teacher has been employed under limited or continuing contract for two years or more with the Board, such contract suspension shall be in accordance with the procedures of Article XI.

9.11 Personal Business Leave

Member attendance is important to the teaching/learning process. The district is judged on its effectiveness in part by member attendance. Individual buildings may also be judged in part by this standard. Members should use personal business leave judiciously and in accordance with the guidelines listed in this section.

9.1101 A member by contract is permitted three (3) personal leave days each school year.

9.1102 Request for Personal Leave (Appendix D) will be submitted to the principal at least three (3) days in advance of the requested date. The three (3) day limitation may be waived in the event of a confirmed emergency.

9.1103 The number of members on personal/professional leave in a building on any one day may be restricted to a number equal to fifteen percent (15%) of the professional staff of the building.

9.1104 A personal leave day may be used in one-quarter (1/4) day increments.

9.1105 Whole and partial days of unused personal leave will be converted to sick leave on a one (1) to one (1) ratio as of June 30 of each year.

9.12 Professional Leave

9.1201 Professional leave is defined as leave for attendance at professional meetings of a relatively short duration such as conferences, workshops, or seminars, for visitation to other schools within a reasonable distance; or for other professional growth opportunities. Professional leave may be granted to members who are required to attend college-level classes on conference nights. Submission of Appendix F-3 and proof of class attendance is required.

9.1202 Members are encouraged to develop professional growth plans which are based on district, building, and student needs, as well as identified professional growth needs.

9.1203 The "Request for Professional Leave" form included as Appendix F will be submitted through the principal to the Superintendent or designee as far in advance of the requested day as possible, but at least five (5) days in advance of the requested leave.

9.1204 Members may be granted professional leave if:

A. the request is directly related to their assigned duties as a member and is designed to improve the member's performance in their assigned duties, and/or.

B. the request is directly related to the member's professional growth plan as described in 9.1202 above.

9.1205 Reimbursement for reasonable expenses for transportation, lodging, meals, and registration fees may be authorized (See Appendix F-1). However, professional leave requested which includes expenses other than a

substitute may also be authorized with partial reimbursement for expenses or without reimbursement for any expenses.

9.1206 Attendance is required at the professional meeting or activity for which professional leave has been granted.

9.1207 The number of members on professional/personal leave in a building on any one day may be restricted to a number equal to twenty percent (20%) of the professional staff of the building.

9.13 Sabbatical

9.1301 Sabbatical Leave is defined as "leave of absence for professional growth." Sabbatical leave plans will generally be based upon college coursework. Such plans must include: a statement as to the specific intent for the leave; college/university to be attended; specific coursework to be taken within a stated time frame; and a proposed schedule for completion of coursework. Sabbatical leave plans which include college/university coursework which can be obtained in the evening and/or during the summer will not be considered.

Sabbatical leave plans which are not based upon college coursework must include a detailed explanation of the intended professional growth experience, a statement as to the specific intent for the leave, and a description of how such professional growth will benefit the applicant and the school district.

Either type of sabbatical leave plan must include a specific plan for implementation of the new learnings acquired by the member upon return to the district. Either type of plan which requires the member to relocate for the duration of the sabbatical leave must state the specific reason for the relocation and why the same professional growth experience cannot be obtained within the tri-state area. Either type of plan which includes a career change within the field of education will be considered; plans which are structured to make a career change into a field outside of education will not be considered.

9.1302 The Sabbatical Selection Committee

A. One (1) member and one (1) administrator from each school building shall comprise the Selection Committee.

(1) The Superintendent will designate the administrators.
(2) The FCTA President will designate the members.
(3) The Selection Committee will elect a Chairperson from its membership.

B. Two-thirds (2/3) committee membership constitutes a quorum. However, approval of an application shall be by majority vote of the entire membership of the committee.

C. The Superintendent or designee is a non-voting "ex officio member," except he/she shall vote to break a tie vote among the other members of the committee.

9.1303 Qualifications for Sabbatical Leave:

A. Sabbatical Leave may be granted:

(1) To a member who has completed seven (7) years of actual service in the Fairfield City School District. Sabbatical leaves may not be granted more frequently than once every five (5) years, and;

(2) To no more than five percent (5%) of the professional staff at any one time. Qualified applicants who have not been granted a previous sabbatical leave shall have priority over applicants who have had a previous sabbatical leave in applying the five percent (5%) limitation.

B. Length of leave must correspond to the academic term used in the school building from which the applicant requests the leave. Leaves must be for a continuous period and must be a minimum of one academic term, but no longer than twelve (12) calendar months.

C. The Sabbatical Leave recipient must resume employment with the Fairfield School District for the subsequent academic year.

9.1304 Written application for leave must be submitted to the building principal at least ninety (90) days prior to the beginning date of the Sabbatical Leave (See Appendix R).

A. Applicant may be requested (or may request) to appear before the Selection Committee.

B. The application will either be rejected or recommended to the Superintendent by the Selection Committee. If recommended, the Superintendent will present the application to the Board for consideration at its next regular meeting and will notify the applicant of the Board's decision. The committee's rejection of an application shall be final and not subject to the grievance process; however, applications may be resubmitted to the Selection Committee.

C. Prior to the beginning date of the Board-approved leave, the applicant will execute the form provided for the approval of Sabbatical Leave (See Appendix S).

D. Assignment upon return will be made to the position previously held to the extent practicable.

E. The applicant must submit written evidence to the Sabbatical Selection Committee that the Sabbatical Leave plan was followed within sixty (60) days after the conclusion of the leave.

9.1305 Employment Status of Sabbatical Recipients:

A. The recipient remains a regular licensed professional member of the Fairfield School District.

B. The recipient's compensation while on leave will be the difference between the recipient's regular base salary and the base salary from the teacher's salary schedule at Bachelors, step 3. Compensation will be paid in accordance with the pay periods specified in this Agreement. All salary received while on leave will be refunded to the Board if the applicant does not resume employment with the Fairfield School District for one (1) academic year.

C. The benefits and privileges accruing to all other licensed professional members -- not in violation of the Ohio Revised Code -- will also accrue to the sabbatical recipient, namely:

(1) Payroll deductions will be made.
(2) State Teachers' Retirement System payments will be based on the actual salary received.
(3) Accrued service will be credited on the salary schedule.
(4) All insurance will be maintained.
(5) The recipient is eligible to participate in the professional staff development program.
(6) The recipient will continue to accrue sick days.

9.14 Sick Leave

9.1401 Members are considered to be under contract for twelve (12) months.

9.1402 Each member shall be granted 1.25 days per month for each month of each year following employment. Accumulation of sick leave shall be a maximum of three hundred and thirty (330) days.

9.1403 Members may use their sick leave benefits when there is personal illness, a medical/dental appointment, *pregnancy, **adoption, injury, death or an emergency to a member of their immediate family. Immediate family consists of the employee's spouse, parents, children, sister, sister-in-law, daughter-in-law, brother, brother-in-law, son-in-law, grandparents, grandchildren, uncle, aunt, stepparents, stepchildren, spouse's parents, spouse's grandparents. Other persons living in the same household will be considered "immediate family." For the purposes of bereavement, members may use up to three (3) days per year for any family member, good friend, or neighbor. These days may be used in one-quarter (1/4) day increments. The three (3) day bereavement limitation may be waived by the Superintendent or designee. The following relationships are not subject to the annual paid bereavement leave limits: employee's spouse, employee's parents, and

employee's sister, brother, children/stepchildren and other persons living in the same household. For the purposes of bereavement, members may also request the use of paid personal leave days and days without pay in addition to the bereavement limits stated herein and subject to language governing the use of personal days and days without pay contained in sections 9.11 and 9.05 respectively.
(*See Item 9.09 above for maternity/paternity leave parameters.)
(**See Item 9.01 above for adoption leave parameters.)

9.1404 If a member is absent for reasons covered by sick leave before he/she has had sufficient time to accumulate sick leave balance, in an effort to avoid salary deduction, the following policy will prevail:

A. A deficit of not more than five (5) days may be debited against anticipated accumulative sick leave.

B. No debit will be for a period extending beyond August 31.

C. No deficit will be permitted after one (1) year of employment except by permission of the Superintendent or designee.

D. If a member's employment is terminated while he/she still has a debit sick leave, a deduction will be made from the final paycheck to balance the sick leave account.

9.1405 Sick leave will be deducted in minimum increments of one-quarter (1/4) day, based upon individual's workday (See Appendix E). Whenever possible, a member who has a medical or dental appointment during the workday should only use the increment(s) of sick days needed for the appointment. Whenever possible, appointments should be made outside of the workday. If that is not possible, the appointments should be made early in the workday or late in the workday so that the member is available to work as much of the scheduled workday as possible.

9.1406 If the Superintendent or designee believes a pattern of excessive use of sick leave exists, the member will be provided an opportunity with representation if desired to explain the use of sick leave. Medical or other appropriate documentation may be requested. If documentation is not provided, it may be considered a pattern of excessive use of sick leave and may be subject to progressive disciplinary action.

9.15 Sick Bank, Voluntary

The purpose of the Voluntary Sick Bank (hereinafter referred to as the "Bank") is to provide personal illness leave to contributors to the Bank after their accumulated personal illness leave has been exhausted, and more specifically, to provide such leave from the Bank in cases of prolonged illnesses. The Bank rules and guidelines are as follows:

9.1501 Voluntary Sick Bank Committee

A. The Bank will be operated on a voluntary basis. A committee shall be formed to administer the Bank and to provide the information whereby the Treasurer's office of the Fairfield City School District will keep the records. This committee shall be empowered to adopt rules and regulations for participation in and operation of, and to make decisions required to administer the Sick Leave Bank, so long as those rules, regulations, and decisions do not modify the agreement contained herein. This committee will be titled the "Voluntary Sick Bank Committee," (hereinafter referred to as the "SBC"). The SBC shall be composed of the following five (5) persons:

(1) The Superintendent of Schools of the Fairfield City School District or his/her designee.
(2) The President of the Fairfield Classroom Teachers' Association or designee.
(3) The Treasurer of the Fairfield City School District or designee.
(4) Two (2) bargaining unit members. These members are to be appointed by the Association President. Effort should be made with these appointments to provide bargaining unit representation from the elementary, middle, and secondary levels.

B. Should a vacancy occur on the SBC, a replacement for the vacant position shall be appointed by the authority making the original appointment.

C. One (1) of the three (3) bargaining unit SBC representatives will be selected to act as chairperson of the SBC. The Association President will designate the chairperson prior to the first meeting of the SBC.

D. The SBC will be responsible for developing the forms needed to operate the Bank and to provide all written documentation for participation of members of the bargaining unit in the Bank (hereinafter "members") and use of sick days from the Bank.

9.1502 Enrollment

A. Enrollment in the Bank by members will open on April 1 of each school year and end September 30 of each school year, or will open during the first four (4) weeks following the first day of employment for any members employed after September 30.

B. The Bank will become operational only after forty percent (40%) or more of the members of the bargaining unit have shown their willingness to participate in the Bank by contributing the individually required number of days to the Bank. The individually required number of days is set forth in subsection 9.1404 C below.

9.1503 Membership

The Bank shall be established for all members who indicate their desire to participate by contributing the individually required number of days as indicated in subsection 9.1504 C below.

9.1504 Guidelines

The Bank shall be administered by the SBC in accordance with the following provisions:

A. The Bank may be used only by the individual contributor for his/her personal illness or the extended illness of the contributing individual's child during their first year of life.

B. Days from the Bank may be used only for those workdays that the individual contributor is employed under a Regular Teacher Contract (limited or continuing).

C. Any member desiring to participate in the Bank will initially donate one (1) day of his/her accumulated sick leave to the Bank. Additional days will be requested by the SBC as required by the following subsection 9.1504 D. All sick leave days donated to the Bank by members must be acknowledged in writing by the donating member. (See Appendix O.)

D. If the number of days in the Bank falls below fifteen (15) days prior to May 31 of any year, each participator will be required to donate one (1) additional day of his/her accumulated sick leave to the Bank. If a member has used all his/her sick leave, the additional day will be donated as soon as new sick leave is granted.

E. All days once donated to the Bank become the property of the Bank.

F. The maximum aggregate dollar expenditure during each school year is $30,000.00.

G. All requests to receive grants from the Bank must be submitted in writing to the SBC on a prescribed form (See Appendix P.). The earliest effective date shall be the date that the form (See Appendix P) is received by the SBC.

H. Any member submitting a request to use the Bank must have made his/her proper contribution and met all eligibility requirements. If a member is physically unable to submit the form, the forms may be submitted by a proxy.

I. A member will not be able to withdraw days from the Bank until his/her own accumulated sick leave is exhausted.

J. Days granted from the Bank can only be used for extended illness (including terminal illness or medical condition which requires the member to apply for STRS disability retirement) or disability. (The SBC will generally consider an extended illness or disability one that involves ten [10] or more consecutive working days missed.)

K. Periodic reviews by the SBC of all Bank uses will be made. No use may extend more than ten (10) working days without approval of the SBC.

L. Days granted from the Bank may not be granted for the period of disability when monies are paid to the member under the Workers' Compensation Law.

M. Days granted will be reimbursed at one hundred percent (100%) of the member's daily rate.

N. The SBC will review and present to the Fairfield City School District Treasurer's office approval or denial of all requests to draw on the Bank within ten (10) working days after such request is received by the committee. This information should be received by the Treasurer's office on the same day the service records are received from the building principals. The committee will also make its decision known to the applicant within this ten (10) day period.

O. Sick Bank days shall not be used during summer school employment or for family illness privileges granted in this agreement.

P. The SBC may not at any time grant or approve use of more sick leave days than have been donated to the Bank by members.

Q. The Treasurer may deny the use of Sick Bank days if the SBC has not furnished adequate documentation as to the number of days in the Bank, or the names of the members who have donated days, or the number of days each member has donated, or the annual expenditure limit has been met.

R. Forms to be used in requesting days from the sick bank will be found in Appendices O and P of the collective bargaining Agreement.

9.1505 Appeal Board

A. An Appeal Board will be established composed of the following six (6) persons:

(1) The Superintendent or designee.
(2) The Association President or designee.
(3) Four (4) members will be appointed - two (2) each by the Superintendent and the Association President.
(4) No appointed member of the SBC may at the same time be a member of the Appeal Board.

B. The Association President or designee will act as chairperson of the Appeal Board.

C. If a request for use of personal sick leave days is denied by the SBC, then the applicant may appeal the committee's decision to the Appeal Board within ten (10) working days after the denial. Any decision by the Appeal Board must be by a majority vote. A tie vote will automatically support the SBC decision. All decisions of the Appeal Board are final and binding.

D. The Appeal Board will rule on any appeal within ten (10) working days after receiving the appeal in writing.

E. The Voluntary Sick Bank and the decisions of the SBC and Appeal Board are excluded from the Grievance Procedure.

9.1506 Member's Agreement

A. A member shall be required to furnish a medical report from a licensed physician at any time before or during the time of use of the leave Bank. The medical report will be at the member's expense. The SBC will review each case as required. The SBC reserves the right, if necessary, to request a second medical opinion and/or to limit the number of days granted.

B. A member who has used days from the Bank will be required to repay these days to the Bank at the rate of three (3) days per year until all days have been paid back. If a member:

(1) leaves the employment of the District before the total number of days is paid back, then the remaining days owed will be deducted from the member's total accumulated sick leave at that time. However, at no time will the equivalent of remaining days be deducted from a member's salary.

(2) dies before all days owed are paid back, the balance owed will be canceled.

(3) retires before all days owed are paid back, the balance owed will be deducted from any accumulated sick days prior to calculation of severance benefits.

(4) remains a member of this bargaining unit and decides to withdraw from the Bank, any days donated remain the property of the Bank and any days owed to the Bank will be deducted the same as if the member were continuing to be an active member.

Repayment will begin with the school year immediately following withdrawal of days from the Bank.

C. In consideration of the benefits of participating in the Bank, each applicant for membership in the Bank and for benefits from the Bank shall, as a condition to such application, agree in writing substantially as follows:

"I specifically acknowledge and agree that the granting of days from the Voluntary Sick Leave Bank shall be at the sole discretion of the Sick Bank Committee or, in the event of an appeal, the Appeal Board, and that all decisions of the Sick Bank Committee or the Appeal Board will be final and binding and not subject to grievance. I further agree to abide by such decision and to defend, indemnify and hold harmless the Fairfield City School District Board of Education, the Fairfield Classroom Teachers' Association, the Sick Bank Committee, the Appeal Board, and all of their employees and agents for any loss that may be sustained as a result of any claim or legal proceedings I may bring against any of them with respect to a decision made by any of them concerning this application."

D. When a member donates days to the Bank, he/she agrees to the above stated rules for administration of the Bank and agrees to abide by the stated rules.

9.16 Priority of Contract

It is the intention of the parties to this agreement that the provisions of this Article shall govern leaves. It is the intention of the parties that the provision of this Article shall supercede and replace sections 3319.13 and 3319.14 (except military leave provisions which shall apply as provided in 9.10 above), 3319.131, 3319.141, and 3319.143 of the Ohio Revised Code, except as such statutes are specifically referenced as included in this Article IX.

X. PROFESSIONAL GROWTH

10.01 Local Professional Development Committee (LPDC)

10.0101 There shall be one (1) LPDC which shall function on a district-wide basis.

10.0102 There shall be nine (9) members of the LPDC; five (5) teachers and four (4) administrators. The Association shall choose and appoint the teacher members pursuant to Section 3319.22(C)(3), R.C., and the Superintendent shall choose and appoint the administrative members. Whenever an administrator's coursework plan is being discussed or voted upon, the LPDC shall, at the request of one of its administrative members, cause a majority of the committee to consist of administrative members by reducing the number of teacher members voting on the plan.

10.0103 Committee members shall serve a two (2) year term except during the first two (2) years of its existence. During the initial term, three (3) teacher representatives as designated by the Association shall serve a three (3) year term and two (2) teacher representatives as designated by the Association shall serve a two (2) year term. Two (2) administrative members as designated by the Superintendent shall serve a three (3) year term and two (2) administrative members as designated by the Superintendent shall serve two (2) year terms.

10.0104 Meetings of the LPDC shall be scheduled at least quarterly. Additional meetings may be scheduled as required. The LPDC may schedule meetings using a mixture of work time and time outside the normal student instructional hours at the convenience of committee members.

10.0105 The responsibilities of the LPDC shall be as set forth in Section 3319.22(C)(1), R.C., and as may be set forth in rules establishing the standards and requirements for obtaining educator licenses as set forth by the State Board of Education and approved by the Ohio General Assembly.

10.0106 The LPDC shall develop its standards, by-laws, operating procedures, appeals process for any member whose individual professional development plan or whose execution of that plan is not approved by the LPDC, forms, etc. in concert with any rules, regulations, standards and requirements which may be issued by the State Department of Education.

10.0107 The LPDC standards, by-laws, operating procedures, forms, etc., shall be submitted to the Board and the Association for comment prior to adoption.

10.0108 For work outside the contractual work day, the rate of pay for the Association members at an authorized LPDC function shall be at the rate of bargaining unit members as set forth in Article VI, Section 6.10.

10.0109 The member who appeals an LPDC disapproval shall have the right to an Association Representative of his/her choice at any step of the appeals process.

10.0110 Decisions of the LPDC are not subject to the Grievance Procedure.

10.02 Member Evaluation

10.0201 Member performance is the key to a strong educational program. Member evaluation is an ongoing process which shall be conducted in a manner which provides for maximum professional growth. The formal evaluation should include all aspects of the member's service and not just observations and reports.

10.0202 Formal evaluations will align with the Ohio Teacher Evaluation System or the Ohio School Counselor Evaluation System as required by the Ohio Revised Code except as specifically modified in this agreement as permitted by law. Evaluations are not subject to the grievance procedure. However, failure to follow the evaluation procedure may be grieved.

10.03 The Process of Member Evaluation

10.0301 Principals, assistant principals, and, as needed, administrative personnel assigned by the Superintendent or designee, have the responsibility and authority for evaluating the member's performance. All evaluators will be credentialed by the Ohio Department of Education and will be employed by the Fairfield City School District. Each classroom teacher who spends at least fifty (50) percent of his/her time employed providing student instruction will be evaluated according to Ohio Revised Code and the Evaluation Framework which is aligned with the *Standards for the Teaching Profession* adopted under state law. It is agreed that the Teacher Performance Evaluation Rubric (Appendix K-2) from the Ohio Teacher Evaluation System will form the basis of each teacher evaluation. Members will receive a Final Holistic Rating of "Accomplished," "Skilled," "Developing" or "Ineffective."

Teacher evaluations must use a minimum of two (2) measures of High-Quality Student Data in order to provide evidence of student learning attributable to the teacher being evaluated. Value added data must be included when applicable to the position. The High-Quality Student Data may be used as evidence in any component of the evaluation related to the following:

(1) Knowledge of the students to whom the teacher provides instruction;
(2) The teacher's use of differentiated instructional practices based on the needs or abilities of individual students;
(3) Assessment of student learning;
(4) The teacher's use of assessment data;
(5) Professional responsibility and growth.

On or before October 10th of each school year, all teachers shall pin their completed High-Quality Student Data, via the OhioES platform.

To the extent that an evaluation is used in nonrenewal, termination and continuing contract decisions, the Final Holistic Rating will be used. Three (3) years of evaluation data will be considered**,** if available. Nothing in this subsection shall be construed so as to alter or limit in any other way the options of the Board with regard to a member who is being considered for nonrenewal under subsection 5.0202, termination under subsection 8.1905 or continuing contract under subsection 5.0203 of this Agreement.

Those members who do not spend fifty (50) percent of their time employed in a classroom teaching position providing student instruction will also be evaluated using the Teacher Performance Evaluation Rubric (Appendix K-2) from the Ohio Teacher Evaluation System. Their evaluations, however, are not included in the Ohio Teacher Evaluation System reporting processes.

Those members who do not hold classroom teaching positions will be evaluated using a performance evaluation rubric developed in consultation with those members and written specifically for their job descriptions.

The Superintendent will oversee the preparation of guidelines to direct the use of these standards in the evaluation process. Annually, the Association President or designee and the Superintendent or designee will review the administrative guidelines and adaptations referenced in this section.

10.0302 On or before October 10th of the school year, all members shall meet with their evaluator. The evaluator is responsible for scheduling this meeting in consultation with the teacher. If the member had a Final Holistic Rating of "Accomplished" in the previous evaluation cycle, then he/she shall complete a self-directed Professional Growth Plan, via the OhioES platform, so long as the evaluator determined that the teacher made progress on the previous year's plan. The plan shall be pinned by both the evaluator and the member by October 10th. This Professional Growth Plan must focus on the specific areas identified in the previous observations and evaluation and must be aligned to any school district or building improvement plan.

If the member had a Final Holistic Rating of "Skilled" in the previous evaluation cycle, then he/she and the evaluator shall jointly develop the Professional Growth Plan so long as the evaluator determined that the teacher made progress on the previous year's plan. The Professional Growth Plan shall be submitted and pinned by both the evaluator and the member by October 10th. This Professional Growth Plan must focus on the specific areas identified it the previous observations and evaluation and must be aligned to any school district or building improvement plan.

If the member had a Final Holistic Rating of "Developing" in the previous evaluation cycle, then he/she shall develop a Professional Growth Plan that is guided by the evaluator. The Professional Growth Plan shall be submitted and pinned by both the evaluator and the member by October 10th. This Professional Growth Plan must focus on the specific areas identified in the previous observations and evaluation and must be aligned to any school district or building improvement plan.

If the member received a Final Holistic Rating of "Ineffective" in the previous evaluation cycle or has otherwise been placed on an Improvement Plan, then on or before October 10th, he/she shall review and pin his/her Improvement Plan via the OhioES platform. This Improvement Plan must focus on the specific areas identified in the previous observations and evaluation and must be aligned to any school district or building improvement plan as applicable.

Professional Growth Plans shall consist of two (2) goals aligned to building and district improvement plans. The member shall come to this initial meeting prepared to share pertinent data and/or information regarding the establishment of his/her goals as appropriate.

Professional Growth Plans must be finalized by October 15th. At each post-observation conference throughout the evaluation process, the evaluator and the member shall discuss progress toward the Professional Growth Plan or Improvement Plan. Feedback regarding the Professional Growth Plan or Improvement Plan shall be provided as a part of the final evaluation conference.

Upon the completion of this initial meeting, the member and the evaluator shall enter their pin on the OhioES platform in order to document that this meeting was held.

10.0303 A pre-observation conference between the evaluator and the member shall take place one (1) to three (3) work days prior to an official observation. The evaluator is responsible for scheduling this meeting in consultation with the teacher. The pre-observation conference shall generally take place in the member's room or office. Once scheduled, this meeting shall only be rescheduled in case of extenuating circumstances.

The member shall come to the pre-observation conference prepared to discuss elements from the Teacher Performance Evaluation Rubric (Appendix K-2) in relation to the lesson/activity to be observed. He/she may use the Lesson Plan Checklist and Pre-Conference Sample Questions to prepare for the meeting. The evaluator will use this meeting to gather evidence which shall assist him/her in the completion of the Teacher Performance Evaluation Rubric.

If the member receives a "Skilled" or "Accomplished" holistic rating at his/her first post-observation conference, then there will be no required pre-observation conference prior to the second observation. If the member receives an "Ineffective" or "Developing" holistic rating at his/her first post-observation conference, then there will be a pre-observation conference prior to any further observations during that school year.

A pre-observation conference shall last approximately thirty (30) to forty-five (45) minutes. Upon the completion of each pre-observation conference, the member and the evaluator will both pin the pre-conference tab of OhioES in order to document that this meeting was held.

10.0304 Observations shall be made for all members being evaluated. When observing for the purpose of the formal written evaluation, no observation shall be less than thirty (30) minutes, and no formal observation shall be conducted within the first fifteen (15) student days at the beginning of a school year. This paragraph does not preclude other visitations of shorter duration.

The member shall submit a copy of the lesson plan to be used during the observation period to the evaluator prior to the pre-observation conference. If no pre-observation conference is required, the member shall submit a copy of the lesson plan to the evaluator at least twenty-four (24) hours prior to the official observation.

10.0305 A post-observation conference between the evaluator and the member shall be held one (1) to five (5) work days after each observation. The evaluator is responsible for scheduling this meeting in consultation with the teacher. The post-observation conference shall generally take place in the member's room or office. Once scheduled, this meeting shall only be rescheduled outside the five (5) work day window in case of extenuating circumstances.

The evaluator will use the post-observation conference to gather evidence which shall assist him/her in the completion of the Teacher Performance Evaluation Rubric (Appendix K-2). A portion of each post-observation conference will be used to discuss progress made toward the goals outlined in the member's Professional Growth Plan or Improvement Plan.

At the time of the first post-observation conference (and the second post-conference if the member is receiving three (3) observations), the evaluator must have the following items in the OhioES platform for the member to review:

(1) a completed Teacher Performance Evaluation Rubric (Appendix K-2)
(2) observation notes
(3) holistic rating
(4) notification of what the focus area(s) is(are).

At the time of the second post-observation conference (or third post-observation conference if the member is receiving three (3) observations), the evaluator must have the following items in the OhioES platform for the member to review:

(1) observation notes
(2) holistic rating

A post-observation conference shall last approximately fifteen (15) to thirty (30) minutes. Upon the completion of each post-conference, the member and the evaluator will review and enter their pin on the OhioES platform in order to document that this meeting was held.

10.0306 Each member will receive a minimum of two (2) and a maximum of six (6) official walkthroughs each year unless one (1) or more of the following applies to him/her:

(1) The member is in his/her first four (4) years of teaching.
(2) The member is in his/her first three (3) years of teaching in Fairfield.
(3) The member is under consideration for a continuing contract.
(4) The member is on an improvement plan.
(5) The member has received a holistic rating of "Ineffective" during the year.

(6) The member has received a holistic rating of "Developing" during the year, and the administrator determines that it is necessary to do additional walkthroughs.

If any of these scenarios apply, the administrator may conduct additional official walkthroughs as he/she deems appropriate. Members should not receive more than one (1) official walkthrough per week.

Official walkthroughs are a part of the evaluation process. They should last between five (5) and fifteen (15) minutes and should be conducted by one (1) administrator at a time. Members will receive electronic feedback via the OhioES platform regarding official walkthroughs within forty-eight (48) hours. No further walkthroughs shall be conducted before a member receives feedback from the previous walkthrough. Members may respond to that feedback in electronic form, via the OhioES platform, if they so wish. No official walkthrough shall be conducted within the first fifteen (15) student days at the beginning of a school year.

Administrators will use the walkthrough on the OhioES platform for all official walkthroughs.

Administrators may make additional classroom visits at any time. Such visits do not require written or electronic feedback.

10.0307 An evaluation conference between the evaluator and the member shall be held in conjunction with each written evaluation to discuss the member's performance. This meeting must be held no later than May 10th of each year. If the member is under consideration for non-renewal, then the evaluation conference must be held no later than the first student day in May.

At the time of the evaluation conference, the evaluator must have the following in the OhioES platform for the member to review:

(1) completed summative Teacher Performance Evaluation Rubric (Appendix K-2)
(2) Final Holistic Rating of Teacher Effectiveness (Appendix K-1)
(3) Improvement Plan (if applicable) (Appendix K-4)
(4) Evaluation of Improvement Plan (if applicable) Appendix K-5)

If the member receives a Final Holistic Rating of "Ineffective", then that member shall be placed on an Improvement Plan. Administrators may also place a member on an Improvement Plan at any time based on deficiencies in performance.

Upon the completion of the evaluation conference, the member and the evaluator will both enter their pin on the OhioES platform in order to document that this meeting was held. The member will be given the opportunity to respond to the evaluation both verbally and in writing within fourteen (14) calendar days of each evaluation conference. For the purposes of this Article (10.0307), the term calendar day shall not include legal holidays or days included in the district's Thanksgiving, winter or spring recesses or any day that staff are not

obligated to report. A member's written statement, if any, will be included in or attached to the original and all copies of the evaluation.

10.0308 Improvement Plans shall be developed by the primary evaluator with input from the member in accordance with the written Improvement Plan on the OhioES platform and shall have a written timetable containing a reasonable amount of time to help correct the deficiency**.** Improvement Plans shall include specific recommendations regarding any improvements needed in the performance of the members being evaluated and regarding the specific supports that will be provided as well as opportunities for professional development. The Improvement Plan (Appendix K-4) shall be written by the evaluator and pinned by the evaluator and member via the OhioES platform. The member placed on an Improvement Plan may request and will be granted up to two (2) half days of release time in order to work on the plan. The member will also be granted, upon request, a peer to assist him/her with the plan, subject to the agreement of the peer selected and the approval of the evaluator. The peer will be granted, upon request, up to two (2) half days of release time as well in order to assist the member. If a peer is unwilling to serve or is not approved by the evaluator, the member may select another peer, subject to the approval of the evaluator. The failure/inability to select or provide an appropriate peer shall not be a procedural error in the event of subsequent nonrenewal of the member under Section 5.0206.

10.0309 When a member is being considered for non-renewal, the member may request the third observation to be conducted by an independent evaluator assigned by the Superintendent or designee**.** The member has up to two (2) work days after the second post-conference to make such a request in writing to his/her evaluator. Such an observation shall consist of a pre-observation conference, an observation of not fewer than thirty (30) minutes and a post-observation conference. An independent observation shall not by itself result in an Improvement Plan.

10.0310 After review by the Superintendent or designee, the original Teacher Performance Evaluation Rubric (Appendix K-2) shall be placed in the member's personnel file and will remain there unless removed by mutual agreement as specified in Article 8.0906B. When the evaluation has been completed, a copy will be retained by the member and the principal/immediate supervisor.

10.0311 The Board and the Association will offer orientation and training each year not later than the last week of September for new members.

10.0312 Video and audio recording will not be used during observations, walk-throughs and/or official conferences related to the evaluation process. Improvement plans may include a video self-assessment component. Such recordings are not to be submitted to administrators. Programs mandated through the state of Ohio and/or the Ohio Department of Education may require video recording. Teachers may agree to be recorded for professional development purposes separate and apart from the evaluation process.

10.0313 The process of member evaluation, as required by the Ohio Teacher Evaluation System, must be completed each year for all required members. When a member knows that he/she will be absent and the absence could prevent the established evaluation timeline from being followed, that member should notify his/her evaluator in a timely manner. When possible, the evaluation timeline set forth in this document should still be followed. When that is not possible, the member and the evaluator will work together to develop a new timeline. A minimum of one (1) month should be scheduled between the two (2) (or three (3)) observations, if possible, in order to allow the member an opportunity to work to correct any noted deficiencies. The inability to follow the normal timeline outlined in the evaluation process will not constitute a procedural error.

10.0314 In a non-evaluation year, members will receive one (1) thirty (30) minute observation and one (1) post-observation conference. Scripted notes will be available via the OhioES platform for the member at the post-observation conference. If the evaluator determines that the member is not making progress on the Professional Growth Plan, then the evaluator and the member shall meet prior to April 1 to discuss the member's progress on the plan. All members in a non-evaluation year will be notified in writing by May 10th using the OhioES platform whether or not the evaluator determined that the member made progress on the Professional Growth Plan.

10.04 Member Evaluation Schedule

All members will receive one (1) formal evaluation each school year except for those members who received a Final Holistic Rating of "Accomplished" or "Skilled" on their most recent evaluation. Those members who receive a Final Holistic Rating of "Accomplished" on their most recent evaluation will be evaluated every three (3) years as long as:

(1) each year the member submits a self-directed Professional Growth Plan via the OhioES platform to the evaluator that focuses on specific areas identified in the last evaluation and

(2) the evaluator determined that the member made progress on the previous year's Professional Growth Plan

Those members who receive a Final Holistic Rating of "Skilled" on their most recent evaluation will be evaluated every two (2) years as long as:

(1) the member and the evaluator jointly develop a Professional Growth Plan for the member that focuses on specific areas identified in the observations and evaluation and

(2) the evaluator determined that the member made progress on the previous year's Professional Growth Plan.

Professional Growth Plans must also be aligned to any school district or building improvement plan. In any year in which a member who has not been formally evaluated as a result of having previously received a rating

of "Accomplished" or "Skilled", a credentialed evaluator shall conduct one (1) thirty (30) minute observation and hold at least one post-observation conference with the member. The post-observation conference shall include a discussion of progress on the teacher's Professional Growth Plan.

The first pre-conference, observation and post-conference must be completed by the beginning of the December winter recess. The second pre-conference (if applicable), observation and post-conference must be completed between January 1 and April 30, and the evaluation conference held by May 10**.** If a member is in the final year of a limited or extended limited contract and is under consideration for nonrenewal, that member shall receive at least three (3) formal observations. In that case the first pre-conference, observation and post-conference must be completed by the beginning of the December winter recess. The second pre-conference, observation and post-conference must be completed between January 1 and February 15. The third pre-conference, observation and post-conference must be completed between February 16 and April 15, and the evaluation conference must be held by the first school day in May. If the principal or other evaluator decides that any member should only receive two (2) formal observations in the last year of his/her limited contract, that member will not be non-renewed at the end of that limited contract.

A member who is on leave for fifty (50) percent or more of the school year will not be evaluated. A member who is retiring at the end of the school year will not be evaluated as long as that member has submitted a notice of retirement on or before December 1 of that school year.

Other formal evaluations may be conducted if a member applies for a continuing contract, has a new assignment, or has been assigned to another building.

10.05 The Process of School Counselor Evaluation

10.0501 The principal, assistant principal, and/or, as needed, administrative personnel assigned by the Superintendent or designee, have the responsibility and authority for evaluating the school counselor's performance. All evaluators will be credentialed by the Ohio Department of Education and will be employed by the Fairfield City School District. Each school counselor will be evaluated according to Ohio Revised Code and the Evaluation Framework which is aligned with the "The Ohio Standards for School Counselors" adopted under state law.

To the extent that an evaluation is used in nonrenewal, termination and continuing contract decisions, the Final Summative Rating of School Counselor Effectiveness will be used; and three years of evaluations will be considered if available. Nothing in this subsection shall be construed so as to alter or limit in any other way the options of the Board with regard to a school counselor who is being considered for nonrenewal under subsection 5.0202, termination under subsection 8.1905 or continuing contract under subsection 5.0203 of this Agreement.

The Superintendent will oversee the preparation of guidelines to direct the use of these standards in the evaluation process. Annually, the Association President or designee and the Superintendent or designee will review the administrative guidelines and adaptations referenced in this section.

10.0502 On or before October 10th of the school year, all school counselors shall meet with their evaluator. The evaluator is responsible for scheduling this meeting in consultation with the school counselor. The school counselor and the evaluator shall collaborate and complete the Ohio School Counselor Evaluations System (OSCES) Professional Growth Plan in the meeting. If the school counselor received an overall rating of "Ineffective" in the previous evaluation cycle or has otherwise been placed on an Improvement Plan, then he/she shall bring his/her OSCES Improvement Plan (Appendix K-15) written by the administrator to the meeting for discussion purposes. Each school counselor to be evaluated shall complete the OSCES Self-Assessment Summary Tool (Appendix K-17) prior to this meeting. The OSCES Self-Assessment Summary Tool (Appendix K-17) may be brought to this initial meeting, but it is not submitted to the evaluator.

Professional Growth Plans shall consist of two goals. The first shall be a professional growth goal based on the six (6) counselor standards. The second shall be based on a metric of student outcomes. The school counselor shall come to this initial meeting prepared to share pertinent data for the establishment of their goals as appropriate.

Professional Growth Plans must be finalized by October 15th. At each post-observation conference throughout the evaluation process, the evaluator and the school counselor shall discuss progress toward the Professional Growth Plan or Improvement Plan. Feedback regarding the Professional Growth Plan or Improvement Plan shall be provided as a part of the final evaluation conference.

Upon the completion of this initial meeting, the school counselor and the evaluator will both enter their pin via the OhioES platform in order to document that this meeting was held.

10.0503 A pre-observation conference between the evaluator and the school counselor shall take place one to three work days prior to an official observation. The evaluator is responsible for scheduling this meeting in consultation with the school counselor. The pre-observation conference shall generally take place in the school counselor's office. Once scheduled, this meeting shall only be rescheduled in case of extenuating circumstances.

The school counselor shall come to the pre-observation conference prepared to discuss elements from the School Counselor Evaluation Rubric (Appendix K-14) in relation to the activity to be observed. He/she may use the OSCES Pre-Observation Planning and Post Observation Resource Questions to prepare for the meeting. The evaluator will use this meeting to gather evidence which shall assist him/her in the completion of the School Counselor Evaluation Rubric.

If the school counselor receives a "Skilled" or "Accomplished" cumulative performance rating at his/her first post-observation conference, then there will be no pre-observation conference prior to the second observation. If the school counselor received an "Ineffective" or "Developing" cumulative performance rating at his/her first post-observation conference, then there will be a pre-observation conference prior to any further observations during that school year.

A pre-observation conference shall last approximately thirty (30) to forty-five (45) minutes. Upon the completion of each pre-observation conference, the school counselor and the evaluator will both pin the pre-conference tab of OhioES in order to document that this meeting was held.

10.0504 Observations shall be made for all school counselors being evaluated. When observing for the purpose of the formal written evaluation, no observation shall be less than thirty (30) minutes**,** and no formal observation shall be conducted within the first fifteen (15) student days of the beginning of a school year. This paragraph does not preclude other visitations of shorter duration.

10.0505 A post-observation conference between the evaluator and the school counselor shall be held one to five work days after each observation. The evaluator is responsible for scheduling this meeting in consultation with the school counselor. The post-observation conference shall generally take place in the school counselor's office. Once scheduled, this meeting shall only be rescheduled outside the five work day window in case of extenuating circumstances.

The evaluator will use the post-observation conference to gather evidence which shall assist him/her in the completion of the School Counselor Evaluation Rubric (Appendix K-14). A portion of each post-observation conference will be used to discuss progress made toward the goals outlined in the school counselor's growth or improvement plan.

At the time of the first post-observation conference (and the second post-conference if the school counselor is receiving three observations), the evaluator must provide a copy of the following items to the school counselor:

(1) a completed School Counselor Evaluation Rubric (Appendix K-14)
(2) observation notes
(3) cumulative performance rating

At the time of the second post-observation conference (or third post-observation conference if the school counselor is receiving three observations), the evaluator must provide a copy of the following items to the school counselor:

(1) observation notes
(2) cumulative performance rating

A post-observation conference shall last approximately fifteen (15) to thirty (30) minutes. Upon the completion of each post-conference, the school counselor and the evaluator will both pin the pre-conference tab of OhioES in order to document that this meeting was held.

10.0506 Walkthroughs will be conducted in accordance with Section 10.0306. Administrators will use the walkthrough on the OhioES platform for all official walkthroughs.

10.0507 An evaluation conference between the evaluator and the school counselor shall be held in conjunction with each written evaluation to discuss the school counselor's performance. This meeting must be held no later than May 10th of each year. If the school counselor is under consideration for non-renewal, then the evaluation conference must be held no later than the first student day in May.

At the time of the evaluation conference, the evaluator must have the following in the OhioES platform for the school counselor to review:

(1) completed summative School Counselor Evaluation Rubric (Appendix K-14)
(2) Final Summative Rating of School Counselor Effectiveness (Appendix K-13)
(3) OSCES Improvement Plan (if applicable) (Appendix K-15)
(4) OSCES Improvement Plan: Evaluation of Plan (if applicable) Appendix K-16)

If the school counselor receives a Final Summative Rating of "Ineffective", then that school counselor shall be placed on an improvement plan. Administrators may also place a school counselor on an improvement plan at any time based on deficiencies in performance.

Upon the completion of the evaluation conference, the school counselor and the evaluator will both pin the pre-conference tab of OhioES in order to document that this meeting was held. The school counselor will be given the opportunity to respond to the evaluation both verbally and in writing within fourteen (14) calendar days of each evaluation conference. For the purposes of this Article (10.0507), the term calendar day shall not include legal holidays or days included in the district's Thanksgiving, winter or spring recesses or any day that staff are not obligated to report. A school counselor's written statement, if any, will be included in or attached to the original and all copies of the evaluation.

10.0508 Improvement plans shall be administered in accordance with Section 10.0308 using Appendix K-15.

10.0509 In a non-evaluation year, school counselors will receive one thirty (30) minute observation and one post-conference. Scripted notes will be available to the school counselor at the post-conference via the OhioES platform. The school counselor and the evaluator will both pin the post-conference tab of OhioES in order to document that this meeting was held.

Sections 10.0309, 10.0310, 10.0311, 10.0312 and 10.0313 also apply to the school counselor evaluations

10.0510 All school counselors will receive one formal written evaluation each school year except for those school counselors who received a Final Summative Rating of "Accomplished" or "Skilled" on their most recent evaluation. Those school counselors who receive a Final Summative Rating of "Accomplished" on their most recent evaluation will be evaluated every three (3) years**.** Those school counselors who receive a Final Summative Rating of "Skilled" on their most recent evaluation will be evaluated every two (2) years. In any year in which a school counselor who has not been formally evaluated as a result of having previously received a rating of "Accomplished" or "Skilled", a credentialed evaluator shall conduct one thirty (30) minute observation and hold at least one post-conference with the school counselor.

The first pre-conference, observation and post-conference must be completed by the beginning of the December winter recess. The second pre-conference (if applicable), observation and post-conference must be completed between January 1 and April 30, and the evaluation conference held by May 10**.** If a school counselor is in the final year of a limited or extended limited contract and is under consideration for nonrenewal, that school counselor shall receive at least three formal observations. In that case the first pre-conference, observation and post-conference must be completed by the beginning of the December winter recess. The second pre-conference, observation and post-conference must be completed between January 1 and February 15. The third pre-conference, observation and post-conference must be completed between February 16 and April 15, and the evaluation conference must be held by the first school day in May. If the principal or other evaluator decides that any school counselor should only receive two formal observations in the last year of his/her limited contract, the school counselor will not be non-renewed at the end of that limited contract.

A school counselor who is on leave for fifty (50) percent or more of the school year will not be evaluated. A school counselor who is retiring at the end of the school year will not be evaluated as long as that school counselor has submitted a notice of retirement on or before December 1 of the school year.

Other formal evaluations may be conducted if a member school counselor applies for a continuing contract, has a new assignment, or has been assigned to another building.

10.06 Maintaining Credentials

10.0601 It is the responsibility of the individual staff member to maintain her/his professional credentials, which now requires a periodic BCI/FBI criminal background check, and nothing herein should be read to imply any diminution or shift of that responsibility. It is in the mutual interest of the Board and the Association to assist licensed professional members by raising their awareness of the requirements for maintaining credentials.

10.0602 The Office of Human Resources will include on the "electronic intent form" which is distributed electronically to staff each year, a statement indicating the necessity of maintaining a current, valid certificate/license and the required BCI/FBI criminal background check. The "electronic intent form" will also include the address of the ODE website where information regarding their individual certification/licensure can be found and a statement advising staff members that the Office of Human Resources may not have the latest information.

10.0603 An electronic mail message will be sent to each staff member in September, reminding them of the necessity of maintaining a current/valid certificate/license and updating his/her BCI/FBI criminal background check. A link to the ODE website mentioned in 10.0602 above will also be included in the electronic mail notification. This message will also be posted on the Office of Human Resources Site.

10.0604 The Office of Human Resources will include information on the necessity of maintaining credentials in the letter which is sent to staff members on leaves of absence. This letter will contain information similar to that which is included on the intent form as detailed in 10.0602 above.

10.0605 In the event that a situation arises that prevents a member from renewing his/her license(s), a meeting will be held between the member and the Superintendent. Representation by the FCTA will be provided upon the member's request.

10.07 Mentoring Program for Resident Educators

10.0701 Purpose of the Mentoring Program for Resident Educators

The Mentoring Program is designed to meet the unique needs of a resident educator who has a valid Resident Educator license or an alternative resident educator license of any type, or a one-year out of state educator license. Since the resident educator's first year of teaching is critical, structured mentor support and guidance will be provided in year one (1). Differentiated support will be provided in year two (2).

10.0702 Definitions

A. Mentor: a teacher who will provide differentiated formative assistance to a resident educator. The mentor may be assigned to work one on one with a resident educator or with a cohort of resident educators.

B. Resident Educator: a teacher employed under a Resident Educator license or alternative resident educator license of any type, or a one-year out of state educator license.

C. Facilitator: a teacher who guides, clarifies and offers emotional, logistical and technical support to Resident Educators as they work through the Resident Educator Summative Assessment (RESA) process.

10.0703 Selection Criteria for Mentors/Facilitators

The mentor/facilitator must:

A. have a minimum of three (3) years of teaching experience in the district, with recent classroom experience within the last five (5) years;

B. hold a valid five (5) year professional teaching license or permanent teaching license and preferably be teaching or have taught in the same area of certification as the resident educator, unless the same area of certification/licensure is required by law;

C. have met expectations on evaluations of teaching performance conducted by the Fairfield City Schools;

D. possess strong interpersonal skills and good organizational skills;

E. be competent in the areas of observation, effective feedback skills, questioning skills, and conferencing skills;

F. be professionally ethical; and

G. be willing to continue professional growth through participation in professional development activities on topics such as peer coaching, collaboration, building and accessing support systems and networks, reflective teaching, and such.

H. attend and successfully complete Resident Educator Mentor training and facilitator training as required by the state of Ohio.

I. abide by the Mentor Standards for the Ohio Resident Educator Program.

J. attend all mandatory Resident Educator Program meetings as scheduled by the Superintendent or designee.

10.0704 Selection and Assignment Process

A. Prior to the close of the school year, the Human Resources office will issue a general posting soliciting applicants to be mentors/facilitators.

B. A mentor database will be maintained by the Superintendent or the designee

C. Members who respond to the posting will be contacted by the Superintendent or designee, if paired with a mentee.

D. The Mentor/Resident Educator Team will consist of two (2) teachers appointed by FCTA and two (2) administrators appointed by the Superintendent. The final selection and assignment will be made by the Superintendent or designee in conjunction with the building principal.

E. Mentor/facilitator assignments shall be made as staffing requirements are met and resident educators are identified.

F. The mentor/facilitator and resident educator shall be from the same building whenever possible.

G. One (1) mentor shall be assigned to each year one (1) resident educator whenever possible. Mentors assigned to a year two (2) resident educator may elect to be assigned to a year one (1) resident educator also.

H. The mentor/facilitator assignment is a one-year assignment. Mentors may be assigned to resident educators in years one (1) or two (2) of their residencies. Resident educators needing a mentor in year two (2) may be assigned the same mentor as year one (1). Resident educators requiring additional year(s) to pass the RESA will be assigned a facilitator.

I. During the first six (6) weeks of the mentor/resident educator relationship, the resident educator may make a request to the Mentor/Resident Educator Team to work with a different mentor.

10.0705 Duties of Program Participants

A. Mentors/Facilitators

Each mentor/facilitator will:

(1) successfully complete all state-sponsored mentor/facilitator trainings to obtain state mentor/facilitator certification and other training sessions as applicable. The district will cover the cost of all required training sessions.

(2) provide a copy of his/her mentor/facilitator certification to the Curriculum Department initially, which will then be maintained in his/her personnel file.

(3) carry out the district-sponsored tasks necessary to implement the Resident Educator Program as described in the following sections;

(4) collaborate in good faith with the assigned resident educator. Mentors working one on one with resident educators will meet for at least two (2) hours or two (2) planning periods per month. Mentors working with a cohort of resident educators will meet a minimum of one (1) hour per month. Facilitators will meet with resident educators as needed;

(5) report directly to the Superintendent's designee on a scheduled basis up to four (4) times per year;

(6) not be a part of the evaluation process for the resident educator as described in this contract;

(7) assist the resident educator in the orientation to the operations of the building and his/her responsibilities; and

(8) assume other duties as assigned.

B. Resident Educators

Each resident educator will:

(1) seek assistance and support from assigned mentor teacher;

(2) participate in activities of the Resident Educator Program and complete state mandated activities; and

(3) collaborate in good faith with the assigned mentor teacher.

10.0706 Resident Educator Program Design

A. The Resident Educator Program will provide resident educators with the following:

(1) orientation to the policies, procedures, curriculum, and instructional resources of the building and district;

(2) observation, feedback, and support, not evaluation;

(3) assistance in the improvement of instructional skills and classroom management;

(4) professional development activities focusing on classroom climate, student motivation, time/stress management, and assessment and intervention, among others;

(5) a positive role model, learning partner, and coach; and,

(6) professional support and networking.

B. Provisions may be made for the participation of one or more agencies, consultants, professional associations, and teacher preparation institutions in the planning, implementation, and evaluation of the Resident Educator Program.

C. Mentors working one on one with resident educators will meet for at least two (2) hours or two (2) planning periods per month. Mentors working with a cohort of resident educators will meet a minimum of one (1) hour per month. Facilitators will meet with resident educators as needed. Additional district level professional development activities may be held.

D. Mentors/facilitators shall not be a part of the evaluation process as described in this contract for the resident educator.

10.0707 Compensation

A. Mentors who work one on one with a resident educator in year one (1) of the program shall be compensated One Thousand Two Hundred Dollars ($1,200) for that work. Mentors who work with one (1) or (2) two resident educators in year two (2) of the program shall be compensated a total of One Thousand Dollars ($1,000) for that work. Facilitators who work one on one with a resident educator who is taking the Resident Educator Summative Assessment (RESA) shall be compensated $125.00 per Ohio Department of Education required tasks with which they assist the resident educator

in each school year. Mentor and facilitator duties automatically terminate at the end of the school year and notice of nonrenewal is not required.

B. A substitute teacher will be provided to release the mentor and resident educator from teaching duties up to the equivalent of three (3) days per year for each to allow for consultation and assistance. A substitute teacher will be provided to release both the facilitator and resident educator from teaching duties up to the equivalent of two (2) days if an additional Resident Educator year is required for the resident educator to complete the RESA in order to allow for consultation and assistance.

10.0708 Program Review/Revisions

A committee representing mentors for resident educators, resident educators, the Superintendent or designee, and the Association shall be formed at the end of each school year to assess and evaluate the program. Recommendations shall be submitted in the form of a written report to the Association President and the Superintendent.

10.08 Supplemental Mentors

Supplemental Mentors shall be assigned to each teacher, who is working under a supplemental license, in order to assist the teacher during the school year with his/her responsibilities.

A. Per Ohio Department of Education requirements, the assigned mentor shall be an experienced teacher who currently holds a standard teaching license in the same, or related, content area as the supplemental license.

B. A teacher who is a part of the Mentoring Program for Resident Educators does not also qualify to receive an additional Supplemental Mentor.

C. The Supplemental Mentor shall be paid modular pay for the hours worked up to a maximum of ten (10) hours per semester of the school year.

D. Supplemental Mentor duties automatically terminate at the end of the school year and notice of nonrenewal is not required.

10.09 Transition Coach Program

A. One transition coach from the building shall be assigned by the building principal to each experienced teacher new to the building and District in order to assist the teacher during the first

term of the school year in orientation to the operations of the building and his/her responsibilities. An experienced teacher new to the building who was not voluntarily transferred will be granted, upon request, a transition coach. Such requests must be received by August 15 or within five (5) working days of the date of notification, whichever is later.

B. A teacher who is employed mid-year and is not eligible for the Resident Educator Program shall be assigned a transition coach.

C. A teacher who has a mentor does not also qualify to receive a transition coach. A teacher who has a facilitator may also qualify to receive a transition coach.

D. The transition coach shall be paid modular pay for the hours worked up to a maximum of ten (10) hours during the first term of the school year or during a subsequent term if Item B. applies. Transition coach duties automatically terminate at the end of the school year and notice of nonrenewal is not required.

E. The transition coach for a new school nurse shall be paid modular pay for the hours worked as follows:

(1) For a new school nurse with no previous school experience up to a maximum of twenty (20) hours during the first term of the school year or during a subsequent term if item B applies.

(2) For a new school nurse with previous school experience up to a maximum of ten (10) hours during the first term of the school year or during a subsequent term if item B applies.

Transition coach duties automatically terminate at the end of the school year and notice of nonrenewal is not required.

10.10 Administrative Intern Modular Pay

Members who hold appropriate administrative certification/licensure who are requested by the District to perform Administrative Internship duties voluntarily shall be paid at the modular rate as noted in Section 6.09 of this Agreement for all such duties performed on their non-teaching time. It is at the management's discretion to select staff who hold the proper certification to perform the Administrative Intern duties.

10.11 Master Teacher Program

10.1101 Master Teacher Committee (MTC)

A. There shall be one (1) MTC which shall function on a district-wide basis.

B. There shall be five (5) members of the MTC; three (3) Master Teachers and two (2) administrators. These numbers can be expanded by mutual agreement of the Association and the Superintendent. The Association shall choose and appoint the Master Teacher members pursuant to the guidelines promulgated by the Ohio Educator Standards Board of the ODE, and the Superintendent shall choose and appoint the administrative members.

C. Committee members shall serve a three (3) year renewable term except during the first two (2) years of existence. During the initial term, two (2) teacher representatives as designated by the Association shall serve a three (3) year term and one teacher as designated by the Association shall serve a two (2) year term. One (1) administrative member as designated by the Superintendent shall serve a three (3) year term and one (1) administrative member as designated by the Superintendent shall serve a two (2) year term.

D. Meetings of the MTC shall be scheduled at least quarterly. Additional meetings may be scheduled as needed. During the first year of the MTC, meetings shall be scheduled only as needed. The MTC may schedule meetings using a mixture of work time and time outside the normal student instructional hours at the convenience of the committee members.

E. The responsibilities of the MTC shall be as set forth in the guidelines promulgated by the Ohio Educator Standards Board of the ODE.

F. The MTC shall develop its standards, operating procedures, appeals process, forms, etc.

G. The MTC's standards, operating procedures, appeals process, forms, etc., shall be submitted to the Board and the Association for comment prior to adoption. After adoption, the MTC shall provide training and information to all Association members.

H. For work outside the contractual work day, the rate of pay for the Association members at an authorized MTC function shall be at the rate of bargaining unit members as set forth in Article VI, Section 6.10.

I. Any member who believes that the processes and procedures outlined by the Ohio Educator Standards Board were not followed has the right to utilize the MTC's appeals process. No appeals will be considered based on the scoring of a candidate's application.

J. Decisions of the MTC are not subject to the Grievance Procedure.

10.1102 Master Teacher Applicant

A. All applications by members for consideration of Master Teacher status are voluntary.

B. To be eligible to apply for the Master Teacher designation, educators must at least:

(1) hold a valid professional license or certificate;
(2) have taught a minimum of seven (7) years;
(3) work a minimum of 120 days during the current school year;
(4) work under a teaching contract/be employed as a teacher.

Additional information may be obtained at the following site: www.ode.state.oh.us (keyword – Master Teacher).

10.12 Member Evaluation Committee

10.1201 The Member Evaluation Committee (MEC) will consist of an equal number of teachers, eight (8), appointed by the association president, and eight (8) administrators, appointed by the superintendent/designee. The MEC will assist with the consistent implementation of the evaluation system by making recommendations and determining which assessments are acceptable to use for High Quality Student Data. Any recommendations by the committee shall be presented to the association president and superintendent/designee for their consideration. If the association president and superintendent/designee both agree, a recommendation of the MEC may be implemented by a memorandum of understanding or other written agreement by the parties.

A. Teachers selected for work on the committee shall be representative of the teaching staff, four (4) representing grades preK-5 and four (4) representing grades 6-12.

B. Committee members shall serve a minimum of a two (2) year term.

C. The association president and the superintendent/designee shall provide names of teachers/administrators to serve on the MEC when vacancies occur.

D. The MEC will submit any revisions to its operating procedures to both the association president and to superintendent/designee for approval prior to their adoption.

XI. REDUCTION IN FORCE

When the Board determines it is necessary to reduce the number of professional staff positions, the following procedures shall be followed:

11.01 Effective Date

The Board will establish the effective date of each reduction in force after consultation with the Association, prior to implementation.

11.02 Attrition

To the extent possible, the number of members affected by a reduction in force will be minimized by not employing replacements for members who retire, resign, or whose limited contracts are not renewed for reasons other than reduction in force. Attrition alone may not be sufficient to accomplish necessary reduction.

11.03 Comparable Evaluations

11.0301 The Board and the Association recognize that Ohio law prohibits the use of seniority for determining the order of a reduction in force, except where evaluations are comparable. In order to comply with this statutory requirement, the parties hereby define comparable evaluations as follows.

11.0302 The Board will use a rolling three (3) year total score on the individual teacher's final holistic rating for the three (3) most recent years to determine what evaluations are comparable for purposes of reduction in force**.**

11.0303 For each year a teacher's final holistic rating is either Accomplished or Skilled**,** a teacher earns a score of three (3). For each year a teacher's final holistic rating is Developing, a teacher earns a score of two (2). For each year a teacher has a final summative rating of Ineffective, the teacher earns a score of one (1). The highest possible rolling total score will be nine (9) and the lowest possible rolling total score will be three (3).

11.0304 Teachers new to the District will have a three (3) year projected score created using available Fairfield final holistic ratings to compute the three (3) year projected total score.

11.04 Order of Reduction

Reductions needed beyond those available by attrition will be made by suspending contracts. However, this section shall not alter or limit in any way the Board's ability to non-renew a limited contract. Those contracts to be suspended under RIF will be chosen as follows:

11.0401 All members in the bargaining unit will be placed on seniority lists in each teaching field for which they are licensed within the group of teachers with the same rolling total score in the order of their seniority with the school district. Seniority will be defined as the length of continuous service in the district schools. Seniority will not be interrupted by authorized leaves of absence. Two (2) lists shall be maintained: one (1) for members holding continuing contracts and the other for members holding limited contracts.

11.0402 If a member applies for and receives a continuing contract before the effective date of the reduction, he or she will be added to the continuing contract list for purposes of the current reduction in force.

11.0403 Reductions in any area of certification will be made beginning with the member with the least seniority within the group of teachers with the same rolling total score for that area of certification. Reductions will be made from the non-tenured list before proceeding to the tenured list. A member affected by the reduction in force will have a maximum of fourteen (14) calendar days from the date of notification to suspend his/her contract for reduction in force to notify the office of the Assistant Superintendent of his/her decision to exercise displacement rights under the contract. A member choosing to exercise displacement rights may elect to displace the least senior member in another area of certification beginning with the member with the lowest rolling total score, if he/she currently holds the required certification. A member may not displace a member with a higher rolling total score than the displacing member nor a member with a higher contract status who has the same rolling total score.

11.0404 If two (2) or more members have the same length of continuous service, seniority will be determined by:

A. The date of the Board meeting at which the member was hired, and then by,

B. The date the member signed his/her initial limited contract in the district.

C. If any ties remain after (A) and (B) above, they will be broken by lot.

11.0405 Notwithstanding Section 7.0603(A), any member whose contract is suspended due to reduction in force and who has completed coursework prior to the effective date of the reduction, may claim any tuition reimbursement to which the member is otherwise entitled under Article VII, Section 7.06.

11.05 Recall List

The names of members whose contracts are suspended in a reduction in force will be placed on a recall list for twenty-four (24) months beginning on the first teacher workday for the school year following the reduction in force. Members on the recall list will have the following rights:

11.0501 No applicants will be employed by the Board while there are members on the recall list who are certified for the vacancy.

11.0502 Members on the recall list will be recalled in the reverse order of reduction for vacancies in areas for which they are licensed.

11.0503 If a vacancy occurs, and if informal contacts with the first properly licensed person to be recalled on the recall list are unsuccessful, the Board will send a certified mail announcement to the last known address of the eligible members on the recall list. The certified mail notice will carry a five (5) day return endorsement if undeliverable by the U.S. Postal Service. It is the member's responsibility to keep the Board informed of his/her current address. All members are required to respond in writing to the district office within ten (10)

calendar days of the certified announcement. The properly licensed member with the first position on the recall list of those responding will be given the vacant position. Any member who declines to accept the position will retain his/her position on the recall list. The acceptance or rejection of an offer of a part-time position to a member on the recall list who had been suspended from a full-time position will not remove that member from the recall list. Any member who fails to respond within ten (10) calendar days will be removed from the list.

11.0504 A member on the recall list will, 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 he/she had at the time of layoff. (Credit for prior experience will be granted where allowed by O.R.C.) Where group insurance policies permit, a member on the recall list who is unemployed and does not otherwise have group coverage available may continue to participate in those benefits which are provided to members in active employment provided the member pays the group rates for such benefits per COBRA rules and regulations. All other benefits as described in this contract cease as of the effective date of the reduction in force for an affected employee except that a member who is or becomes eligible to retire while on the recall list and who actually retires from the district while on the recall list shall remain eligible for his/her severance pay, if any, in accordance with Section 7.08 upon retirement. The member's per diem rate for severance pay upon retirement shall be calculated as provided in Subsection 7.0802 based upon the member's compensation immediately prior to being placed on the recall list.

11.06 Priority of Contract

It is the intention of the parties to this agreement that the provisions of this article shall govern reductions in force and shall be in compliance with Section 3319.17 of the Ohio Revised Code where compliance is required. It is also the intention of the parties that certain provisions of this article shall supersede and replace Section 3319.17 of the Ohio Revised Code where permitted by law.

11.07 In-term Bargaining

If ORC 3319.17 is amended so that it allows for seniority to be used as the basis for reduction in force and recall decisions without regard to performance, the parties agree to meet and negotiate in accordance with Section 3.0502 of this agreement. All other provisions of the agreement will remain.

XII. COMMITTEES

12.01 Teacher Administrative Liaison

12.0101 As soon as possible in each school year, Association members will elect a Liaison Committee for each school building which will meet with the building administrators once every two (2) months or as needed by mutual

consent of the parties during the regular school year to review and discuss building needs and concerns. The Liaison Committee will consist of three (3) teachers in each elementary school, five (5) teachers in each Middle School, three (3) teachers in the Freshman School, and six (6) teachers in the High School.

12.0102 There shall be, in addition to the building Liaison Committees as described in section 12.0101, a Liaison Committee consisting of three (3) special services educators to address specific special education needs and concerns. This committee shall be elected as soon as possible in each school year by special services staff and will meet with the Special Services Administrator once every two (2) months or as needed by mutual consent of the parties during the regular school year.

12.0103 Association members elected to the Liaison Committees may request that evaluations conducted during their year(s) of service on the committee be performed by other qualified administrative personnel not assigned to their buildings.

12.0104 The Liaison Committee shall be advisory only and is intended to assist the administrator and the school staff, through the process of open discussion, to address needs and concerns. The committee shall assume the responsibility for being knowledgeable about matters which relate to its function. The Liaison Committee shall not deal with issues that either Association members or the administrator believe are appropriate matters related to the Master Contract or matters that are of a personal nature. Anonymous concerns will not be addressed.

12.0105 FCTA shall conduct orientation sessions for newly-elected Liaison Committee members prior to the first scheduled liaison meeting.

12.0106 The Liaison Committee shall elect a Chairperson at its first meeting each year who shall:

A. set the dates for the bi-monthly meetings in consultation with the administrator

B. provide the licensed professional members with the Liaison Concern Form (Appendix Q, Q-1)

C. notify the licensed professional members of the meeting dates

D. supervise the screening of issues to determine if they are appropriate

E. prepare the agenda

F. give a copy of the agenda to the administrator at least three (3) days prior to the meeting

G. conduct the meeting

H. prepare and distribute minutes of the meetings after agreement by the administrator as to the accuracy of said minutes

Each member shall have the right to have matters placed on the Liaison Committee Agenda and all affected members shall receive copies of the minutes of the Liaison Committee meetings.

12.02 District Labor Management Committee

12.0201 A Labor Management Committee will be established to share information, facilitate communication, and discuss issues which arise between negotiations periods.

12.0202 The Association President and the Superintendent will select equal numbers of no more than eight (8) total representatives to the Committee.

12.0203 The Labor Management Committee will meet quarterly or at mutual agreement of the parties. The Labor Management Committee may schedule meetings using a mixture of work time and time outside the normal student instructional hours at the convenience of committee members.

12.0204 An agenda for each meeting will be jointly prepared by the Association President and Superintendent. Minutes of the meetings will be prepared and distributed to the membership by an Association member after agreement by the Superintendent as to the accuracy of said minutes.

12.0205 The Labor Management Committee will not have the authority to alter the collective bargaining agreement and will not discuss grievances. However, this Committee will have the authority to write interpretations of the contract (Memoranda of Understanding) and make recommendations to alter the collective bargaining agreement.

12.0206 Items which have vehicles for resolution at lower levels should not appear on the agenda unless attempts to resolve at the lower levels have not met with success.

XIII. CONCLUSION

13.01 Severability and Conflicts

If, during the term of this Agreement, there is a change in state or federal law, which would invalidate any provision of this Agreement, as determined by a court of competent jurisdiction, or a state or federal agency having jurisdiction, such provision shall be considered severable from this Agreement and no other provision of this Agreement shall be affected by such determination. The parties will meet to negotiate any necessary change in the Agreement relative to the affected provision within sixty (60) days by demand of either party. Any provision of this contract which may legally supersede federal law shall prevail. Unless otherwise specified, it is the intention of the parties that the provisions of this agreement

and the rights and benefits defined herein shall supercede and replace any conflicting state laws or state rules and regulations, except where prohibited by Section 4117.10(A) of the Ohio Revised Code.

13.02 Zipper Clause

The parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals on any subject within the scope of negotiations. The understandings and agreements arrived at by the parties after the exercise of the right and opportunity are set forth herein, and the parties agree that this Agreement constitutes the entire contract between them and settles all demands and issues on all matters within the scope of negotiations.

All prior negotiated agreements not contained herein, and all prior practices, rules, or regulations not contained herein shall not be binding upon the parties to this Agreement.

13.03 Academic Distress Commissions

As required by ORC Section 3302.10(P), the parties incorporate into this contract the provisions of ORC Section 3302.10 regarding academic distress commissions. ORC Section 3302.10 will have no effect on any provision of this Agreement unless and until the Superintendent of Public Instruction establishes an academic distress commission for the Distract and so notifies the District that it is subject to the provisions of ORC Section 3302.10. Should the District enter into academic distress, the intent of the parties is to emerge from said distress with this Agreement intact.

Both parties reserve the right to challenge any construction or implementation of ORC Section 3302.10 or its provision by any person or entity, but no such challenge may be brought through this Agreement's grievance and arbitration provisions.

13.04 Duration of Agreement Including Memorandum of Understanding

The Agreement shall be for a period of two (2) years beginning June 30, 2023 and ending June 29, 2025 except as otherwise provided herein. Memorandum of Understanding that the parties intend to continue are attached hereto and incorporated herein by reference.

FAIRFIELD BOARD OF EDUCATION

By: _____ 6/26/25
Brian Begley, President (date)

By: _____ 6.30.2025
Amy Lee, Interim Treasurer (date)

FAIRFIELD CLASSROOM TEACHERS' ASSOCIATION

By: _____ 6/30/25
Kurt Etter, FCTA President (date)

By: _____
Sean Thompson, OEA Representative (date)

****

CERTIFICATE
(O.R.C. 5705.412)

****

RE: FCTA COLLECTIVE BARGAINING AGREEMENT DATED 7.1.2025
(Description of contract or expenditure)

IT IS HEREBY CERTIFIED that the FAIRFIELD CITY SCHOOL DISTRICT BOARD OF EDUCATION has sufficient funds to meet the contract, obligation, payment, or expenditure for the above, and has in effect for the remainder of the fiscal year and the succeeding fiscal year the authorization to levy taxes which, when combined with the estimated revenue from all other sources available to the district at the time of certification, are sufficient to provide operating revenues necessary to enable the district to maintain all personnel, programs, and services essential to the provision of an adequate educational program on all the days set forth in its adopted school calendars for the current fiscal year and for a number of days in the succeeding fiscal year equal to the number of days instruction was held or is scheduled for the current fiscal year, except that if the above expenditure is for a contract, this certification shall cover the term of the contract or the current fiscal year plus the two immediately succeeding fiscal years, whichever period of years is greater.

DATED: 6/25/2025

FAIRFIELD CITY SCHOOL DISTRICT
BOARD OF EDUCATION

BY: _____
Treasurer

BY: _____
Superintendent of Schools

BY: _____
President, Board of Education

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Fairfield Classroom Teachers' Association
Master Contract Effective June 30, 2025 through June 29, 2027

Fairfield City School District
Teachers' Salary Schedule

Base:	$48,876						Effective	2025-2026

YRS	BACHELOR'S		BA+30 OR 150 HRS		MASTER'S		MA+30 OR 190 HRS	
EXP	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.0000	$48,876	1.0600	$51,809	1.1125	$54,375	1.1700	$57,185
1	1.0400	$50,831	1.1035	$53,935	1.1625	$56,818	1.2100	$59,140
2	1.0800	$52,786	1.1470	$56,061	1.2125	$59,262	1.2500	$61,095
3	1.1200	$54,741	1.1905	$58,187	1.2625	$61,706	1.2900	$63,050
4	1.1600	$56,696	1.2340	$60,313	1.3125	$64,150	1.3300	$65,005
5	1.2000	$58,651	1.2775	$62,439	1.3625	$66,594	1.3700	$66,960
6	1.2400	$60,606	1.3155	$64,296	1.4045	$68,646	1.4130	$69,062
7	1.2800	$62,561	1.3535	$66,154	1.4465	$70,699	1.4560	$71,163
8	1.3200	$64,516	1.3915	$68,011	1.4885	$72,752	1.4990	$73,265
9	1.3600	$66,471	1.4295	$69,868	1.5295	$74,756	1.5420	$75,367
10	1.4000	$68,426	1.4675	$71,726	1.5705	$76,760	1.5860	$77,517
11	1.4300	$69,893	1.5055	$73,583	1.6115	$78,764	1.6300	$79,668
12	1.4600	$71,359	1.5667	$76,574	1.6773	$81,980	1.6991	$83,045
13	1.4900	$72,825	1.6052	$78,456	1.7189	$84,013	1.7438	$85,230
14	1.5200	$74,292	1.6438	$80,342	1.7605	$86,046	1.7884	$87,410
15	1.5500	$75,758	1.7047	$83,319	1.8214	$89,023	1.8585	$90,836
18	1.6100	$78,690	1.7656	$86,295	1.8823	$91,999	1.9285	$94,257
21	1.6700	$81,623	1.8265	$89,272	1.9432	$94,976	2.0046	$97,977
24	1.7500	$85,533	1.8904	$92,395	2.0046	$97,977	2.0681	$101,080
27	1.8053	$88,236	1.9502	$95,318	2.0680	$101,076	2.1334	$104,272

APPENDIX A-1

Fairfield Classroom Teachers' Association
Master Contract Effective June 30, 2025 through June 29, 2027

Fairfield City School District
Teachers' Salary Schedule

Base:	$50,342						Effective	2026-2027

YRS	BACHELOR'S		BA+30 OR 150 HRS		MASTER'S		MA+30 OR 190 HRS	
EXP	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.0000	$50,342	1.0600	$53,363	1.1125	$56,005	1.1700	$58,900
1	1.0400	$52,356	1.1035	$55,552	1.1625	$58,523	1.2100	$60,914
2	1.0800	$54,369	1.1470	$57,742	1.2125	$61,040	1.2500	$62,928
3	1.1200	$56,383	1.1905	$59,932	1.2625	$63,557	1.2900	$64,941
4	1.1600	$58,397	1.2340	$62,122	1.3125	$66,074	1.3300	$66,955
5	1.2000	$60,410	1.2775	$64,312	1.3625	$68,591	1.3700	$68,969
6	1.2400	$62,424	1.3155	$66,225	1.4045	$70,705	1.4130	$71,133
7	1.2800	$64,438	1.3535	$68,138	1.4465	$72,820	1.4560	$73,298
8	1.3200	$66,451	1.3915	$70,051	1.4885	$74,934	1.4990	$75,463
9	1.3600	$68,465	1.4295	$71,964	1.5295	$76,998	1.5420	$77,627
10	1.4000	$70,479	1.4675	$73,877	1.5705	$79,062	1.5860	$79,842
11	1.4300	$71,989	1.5055	$75,790	1.6115	$81,126	1.6300	$82,057
12	1.4600	$73,499	1.5667	$78,871	1.6773	$84,439	1.6991	$85,536
13	1.4900	$75,010	1.6052	$80,809	1.7189	$86,533	1.7438	$87,786
14	1.5200	$76,520	1.6438	$82,752	1.7605	$88,627	1.7884	$90,032
15	1.5500	$78,030	1.7047	$85,818	1.8214	$91,693	1.8585	$93,561
18	1.6100	$81,051	1.7656	$88,884	1.8823	$94,759	1.9285	$97,085
21	1.6700	$84,071	1.8265	$91,950	1.9432	$97,825	2.0046	$100,916
24	1.7500	$88,099	1.8904	$95,167	2.0046	$100,916	2.0681	$104,112
27	1.8053	$90,882	1.9502	$98,177	2.0680	$104,107	2.1334	$107,400

APPENDIX A-2

Fairfield City School District
Registered Nurses' Salary Schedule

Base Salary for 2025-2026: **$48,876**

	2025-2026	
STEP	**INDEX**	**SALARY**
0	0.9000	$43,988
1	0.9200	$44,966
2	0.9400	$45,943
3	0.9600	$46,921
4	0.9800	$47,898
5	1.0000	$48,876
6	1.0250	$50,098
7	1.0500	$51,320
8	1.0750	$52,542
9	1.1000	$53,764
10	1.1250	$54,986
13	1.2028	$58,788
15	1.2637	$61,765
18	1.3094	$63,998
21	1.3398	$65,484
24	1.3709	$67,004

Fairfield City School District
Registered Nurses' Salary Schedule

Base Salary for 2026-2027: **$50,342**

	2026-2027	
STEP	**INDEX**	**SALARY**
0	0.9000	$45,308
1	0.9200	$46,315
2	0.9400	$47,321
3	0.9600	$48,328
4	0.9800	$49,335
5	1.0000	$50,342
6	1.0250	$51,601
7	1.0500	$52,859
8	1.0750	$54,118
9	1.1000	$55,376
10	1.1250	$56,635
13	1.2028	$60,551
15	1.2637	$63,617
18	1.3094	$65,918
21	1.3398	$67,448
24	1.3709	$69,014

Fairfield Classroom Teachers' Association
Master Contract Effective June 30, 2025 through June 29, 2027

Fairfield City School District
School Psychologists' Salary Schedule

Base Salary 2025-2026 $57,978

YRS EXP	2025-2026 MASTERS+ INDEX	SALARY
0	1.1416	$66,188
1	1.1816	$68,507
2	1.2216	$70,826
3	1.2616	$73,145
4	1.3016	$75,464
5	1.3416	$77,783
6	1.3866	$80,392
7	1.4316	$83,001
8	1.4766	$85,610
9	1.5216	$88,219
10	1.5666	$90,828
11	1.6136	$93,553
12	1.6855	$97,722
13	1.7332	$100,487
14	1.7809	$103,253
15	1.8438	$106,900
18	1.9068	$110,552
21	1.9697	$114,199
24	2.0344	$117,950
27	2.0987	$121,678

1. This schedule is for 204 work days, each of which is eight (8) hours in length. School Psychologists shall work twenty (20) extended days beyond the 184 day teacher work year. Up to ten (10) of these extended days may be flexed throughout the school year with prior approval from administration.
2. Prior experience as a teacher may be considered in determining step placement.
3. Individuals placed on this schedule must hold a school psychologist certificate and be assigned to the position of school psychologist in the Fairfield City School District.

Fairfield Classroom Teachers' Association
Master Contract Effective June 30, 2025 through June 29, 2027

Fairfield City School District
School Psychologists' Salary Schedule

Base Salary 2026-2027 $59,717

YRS EXP	2024-2025 MASTERS+ INDEX	SALARY
0	1.1416	$68,173
1	1.1816	$70,562
2	1.2216	$72,950
3	1.2616	$75,339
4	1.3016	$77,728
5	1.3416	$80,116
6	1.3866	$82,804
7	1.4316	$85,491
8	1.4766	$88,178
9	1.5216	$90,865
10	1.5666	$93,553
11	1.6136	$96,359
12	1.6855	$100,653
13	1.7332	$103,502
14	1.7809	$106,350
15	1.8438	$110,106
18	1.9068	$113,868
21	1.9697	$117,625
24	2.0344	$121,488
27	2.0987	$125,328

1. This schedule is for 204 work days, each of which is eight (8) hours in length. School Psychologists shall work twenty (20) extended days beyond the 184 day teacher work year. Up to ten (10) of these extended days may be flexed throughout the school year with prior approval from administration.
2. Prior experience as a teacher may be considered in determining step placement.
3. Individuals placed on this schedule must hold a school psychologist certificate and be assigned to the position of school psychologist in the Fairfield City School District.

Fairfield Classroom Teachers' Association
Master Contract Effective June 30, 2025 through June 29, 2027

Fairfield City School District
Extracurricular Salary Schedule

Base: $34,936

Effective: 2025-2026 contract year

Exp.	0		1		2		3		4		5		10		15		20	
Sched.	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary
0	0.010	$349	0.012	$419	0.015	$524	0.017	$594	0.020	$699	0.022	$769	0.025	$873	0.027	$943	0.030	$1,048
I	0.020	$699	0.022	$769	0.025	$873	0.027	$943	0.030	$1,048	0.032	$1,118	0.035	$1,223	0.037	$1,293	0.040	$1,397
II	0.030	$1.048	0.032	$1,118	0.035	$1,223	0.037	$1,293	0.040	$1,397	0.042	$1,467	0.045	$1,572	0.047	$1,642	0.050	$1,747
III	0.040	$1,397	0.045	$1,572	0.050	$1,747	0.055	$1.921	0.060	$2,096	0.065	$2,271	0.070	$2,446	0.075	$2,620	0.080	$2,795
IV	0.060	$2,096	0.065	$2,271	0.070	$2,446	0.075	$2,620	0.080	$2,795	0.085	$2,970	0.090	$3,144	0.095	$3,319	0.100	$3,494
V	0.080	$2,795	0.085	$2,970	0.090	$3,144	0.095	$3,319	0.100	$3,494	0.105	$3,668	0.110	$3,843	0.115	$4,018	0.120	$4,192
VI	0.090	$3,144	0.098	$3,424	0.105	$3,668	0.114	$3,983	0.122	$4,262	0.130	$4,542	0.139	$4,856	0.148	$5,171	0.157	$5,485
VII	0.100	$3,494	0.110	$3,843	0.120	$4,192	0.130	$4,542	0.140	$4,891	0.150	$5,240	0.160	$5,590	0.170	$5,939	0.180	$6,288
VIII	0.120	$4,192	0.130	$4,542	0.140	$4,891	0.150	$5,240	0.160	$5,590	0.170	$5,939	0.180	$6,288	0.190	$6,638	0.200	$6,987
IX	0.130	$4,542	0.145	$5,066	0.160	$5,590	0.175	$6,114	0.190	$6,638	0.205	$7,162	0.220	$7,686	0.235	$8,210	0.250	$8,734
X	0.140	$4,891	0.160	$5,590	0.180	$6,288	0.200	$6,987	0.220	$7,686	0.240	$8,385	0.260	$9,083	0.280	$9,782	0.300	$10,481
XI	0.160	$5,590	0.180	$6,288	0.200	$6,987	0.220	$7,686	0.240	$8,385	0.260	$9,083	0.280	$9,782	0.300	$10,481	0.320	$11,180
XII	0.180	$6,288	0.200	$6,987	0.220	$7,686	0.240	$8,385	0.260	$9,083	0.280	$9,782	0.300	$10,481	0.320	$11,180	0.340	$11,878

Fairfield Classroom Teachers' Association
Master Contract Effective June 30, 2025 through June 29, 2027

Fairfield City School District
Extracurricular Salary Schedule

Base: $36,333

Effective: 2026-2027 contract year

Exp.	0		1		2		3		4		5		10		15		20	
Sched.	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary	Index	Salary
0	0.010	$363	0.012	$436	0.015	$545	0.017	$618	0.020	$727	0.022	$799	0.025	$908	0.027	$981	0.030	$1,090
I	0.020	$727	0.022	$799	0.025	$908	0.027	$981	0.030	$1,090	0.032	$1,163	0.035	$1,272	0.037	$1,344	0.040	$1,453
II	0.030	$1,090	0.032	$1,163	0.035	$1,272	0.037	$1,344	0.040	$1,453	0.042	$1,526	0.045	$1,635	0.047	$1,708	0.050	$1,817
III	0.040	$1,453	0.045	$1,635	0.050	$1,817	0.055	$1,998	0.060	$2,180	0.065	$2,362	0.070	$2,543	0.075	$2,725	0.080	$2,907
IV	0.060	$2,180	0.065	$2,362	0.070	$2,543	0.075	$2,725	0.080	$2,907	0.085	$3,088	0.090	$3,270	0.095	$3,452	0.100	$3,633
V	0.080	$2,907	0.085	$3,088	0.090	$3,270	0.095	$3,452	0.100	$3,633	0.105	$3,815	0.110	$3,997	0.115	$4,178	0.120	$4,360
VI	0.090	$3,270	0.098	$3,561	0.105	$3,815	0.114	$4,142	0.122	$4,433	0.130	$4,723	0.139	$5,050	0.148	$5,377	0.157	$5,704
VII	0.100	$3,633	0.110	$3,997	0.120	$4,360	0.130	$4,723	0.140	$5,087	0.150	$5,450	0.160	$5,813	0.170	$6,177	0.180	$6,540
VIII	0.120	$4,360	0.130	$4,723	0.140	$5,087	0.150	$5,450	0.160	$5,813	0.170	$6,177	0.180	$6,540	0.190	$6,903	0.200	$7,267
IX	0.130	$4,723	0.145	$5,268	0.160	$5,813	0.175	$6,358	0.190	$6,903	0.205	$7,448	0.220	$7,993	0.235	$8,538	0.250	$9,083
X	0.140	$5,087	0.160	$5,813	0.180	$6,540	0.200	$7,267	0.220	$7,993	0.240	$8,720	0.260	$9,447	0.280	$10,173	0.300	$10,900
XI	0.160	$5,813	0.180	$6,540	0.200	$7,267	0.220	$7,993	0.240	$8,720	0.260	$9,447	0.280	$10,173	0.300	$10,900	0.320	$11,627
XII	0.180	$6,540	0.200	$7,267	0.220	$7,993	0.240	$8,720	0.260	$9,447	0.280	$10,173	0.300	$10,900	0.320	$11,627	0.340	$12,353

FAIRFIELD CITY SCHOOL DISTRICT
Staff Leadership Positions
(Effective June 30, 2025 through June 29, 2027)

Tier I: $900

Position Title	Department	School	# of Positions
Unit Leader	Special Areas	Central	1
		Compass	1
		East	1
		North	1
		South	1
		West	1

Tier II: $1,300

Position Title	Department	School	# of Positions
Department Head	Special Areas	Creekside	1
		Crossroads	1
		Freshman	1
		Senior High	1

Tier III:

Position Title		Department	School	# of Positions
Unit Leader	$1,700	Special Education	Central	1
			Compass	1
			East	1
			North	1
			South	1
			West	1
Unit Leader	$1,700	Grade Level	Central	6
			Compass	6
			East	6
			North	6
			South	6
			West	6
Department Head	$1,700	Nurses	District	1

FAIRFIELD CITY SCHOOL DISTRICT
Staff Leadership Positions
(Effective June 30, 2025 through June 29, 2027)

Tier III:

Position Title		Department	School	# of Positions
Department Head	$2,500	Integrated Language Arts	Creekside	3
		Math	Creekside	3
		Science	Creekside	3
		Social Studies	Creekside	3
		Special Education	Creekside	3
		Integrated Language Arts	Crossroads	3
		Math	Crossroads	3
		Science	Crossroads	3
		Social Studies	Crossroads	3
		Special Education	Crossroads	3
Department Head	$3,300	English	Freshman	1
		Math	Freshman	1
		Science	Freshman	1
		Social Studies	Freshman	1
		Special Education	Freshman	1
Department Head	$3,300	Academic Guidance	Senior High	2
		Foreign Language	Senior High	1
		Music	Senior High	1
		Special Education	Senior High	2
Department Head	$4,900	English	Senior High	1
		Math	Senior High	1
		Science	Senior High	1
		Social Studies	Senior High	1

FAIRFIELD CITY SCHOOL DISTRICT
Staff Leadership Positions

Explanation and Terms and Defining Criteria:

Unit Leader: A member who works with one grade level in one building or with one unit which may be comprised of multiple grade levels or special areas in grades K-5.

Department Head: A member who works with multiple grade levels or with one core area or multiple special areas in grades 6-12.

Duties for Staff Leadership Positions:

Tier I
- Attend monthly meeting with building administration and disseminate information via email to other members

Tier II
- Attend monthly meeting with building administration and disseminate information appropriately
- Facilitate department meetings (Creating an agenda, taking minutes, leading the meeting)

Tier III
- Attend monthly meeting with building administration and disseminate information appropriately
- Facilitate department meetings (Creating an agenda, taking minutes, leading the meeting)
- Assist building administration in the master scheduling process for the building
- Serve as the contact person for the department in regards to ordering and purchasing of supplies
- Assist building administration with hiring and interviewing of new teachers to department
- Work with the curriculum department regarding textbook adoption
- Assist in the development and implementation of curriculum
- Submit basic public relations information to the building administration for newsletters
- Assist with the planning and/or scheduling of field trips and transportation of trips if applicable
- Secure and check orders when they arrive in the building
- Check in books when they are returned to the department

Academic Guidance: Tier III
- Attend monthly meeting with building administration and disseminate information appropriately
- Facilitate department meetings (Creating an agenda, taking minutes, leading the meeting)
- Assist building administration in the master scheduling process for the building
- Serve as the contact person for the department in regards to ordering and purchasing of supplies
- Assist building administration with hiring and interviewing of new guidance counselors to department
- Submit basic public relations information to the building administration for newsletters
- Assist building administration in planning and organizing student awards/recognition programs
- Maintain scholarship information for high school students
- Coordinate ACT/SAT testing
- Coordinate Advanced Placement Testing
- Maintain information and forms for Postsecondary Options program
- Coordinate Honors diploma eligibility and other senior honors
- Complete yearly form for NCAA eligibility and NCAA Clearinghouse
- Assist administration with coordination of building achievement testing
- Assist administration with Financial Aid program for students

FAIRFIELD CITY SCHOOL DISTRICT
REQUEST FOR NEW EXTRA-CURRICULAR POSITION

I. TO BE COMPLETED BY APPLICANT:

I hereby request the evaluation of the following new extra-curricular position.

POSITION:

_____

REQUESTED SCHEDULE: _____

The duties of this position are most similar to the duties of which other current extra-curricular position(s)?

REASON FOR REQUEST: **(Please include number of students, number of events, amount of time spent, etc. You may continue to write on the back or add additional pages if you so desire.)**

Please complete Appendix B-3-c and attach it to this form prior to submission.

_____	_____	_____
Printed Name of Applicant	Signature of Applicant	Date
_____	_____	_____
Printed Name of Administrator	Signature of Administrator	Date

II. TO BE COMPLETED BY EXTRA CURRICULAR REVIEW COMMITTEE:

Evaluation Request: Recommend Approval: _____ Disapproval: _____

_____	_____
Date	Signature

III. TO BE COMPLETED BY SUPERINTENDENT/FCTA PRESIDENT:

Request Approved: _____ Request Disapproved: _____

_____	_____
Date	Signature (Superintendent)
_____	_____
Date	Signature (FCTA President)

FAIRFIELD CITY SCHOOL DISTRICT
REQUEST FOR RE-EVALUATION OF EXTRA-CURRICULAR POSITION

I. TO BE COMPLETED BY APPLICANT:

I hereby request the re-evaluation of the following extra-curricular position.

POSITION: _____

PRESENT SCHEDULE: _____ REQUESTED SCHEDULE: _____

RATIONALE FOR REQUEST: **(Please include significant changes in the number of students, number of events, amount of time spent, etc. You may continue to write on the back or add additional pages if you so desire. Please feel free to attach other documentation that you would like to be considered.)**

_____ _____ _____
Printed Name of Applicant Signature of Applicant Date

_____ _____ _____
Printed Name of Administrator Signature of Administrator Date

II. TO BE COMPLETED BY EXTRA CURRICULAR REVIEW COMMITTEE:

Evaluation Request: Recommend Approval: _____ Disapproval: _____

_____ _____
Date Signature

III. TO BE COMPLETED BY SUPERINTENDENT/FCTA PRESIDENT:

Request Approved: _____ Request Disapproved:_____

_____ _____
Date Signature (Superintendent)

_____ _____
Date Signature (FCTA President)

FAIRFIELD CITY SCHOOL DISTRICT

EXTRACURRICULAR JOB DESCRIPTION

***This form must be completed by the applicant for any new position.**

POSITION: _____

DUTIES:

RESPONSIBLE TO:

1)	Building Principal	[ ]
2)	Athletic Director	[ ]
3)	Head Coach or Activity Sponsor	[ ]

FAIRFIELD CITY SCHOOL DISTRICT

EXTRACURRICULAR PLACEMENT SCHEDULE

Effective 2025-2026

** Valid Sports Medicine/Pupil Activity Certification is required*

SCHEDULE 0

Middle

Harry Potter Club Advisor – Creekside

Elementaries

STEAM Club Assistant – Compass
Contingent on having 30 or more student participants in the club

SCHEDULE I

Senior High

Chick-fil-A Academy Advisor
French Club
GSA Club Advisor
Indian Spirit Sponsor
National Art Honor Society
Ohio Mock Trial Advisor (2)
Sophomore Class Sponsor (2)
Spanish Club
TREE Club Advisor

Freshman

Youth Coalition Advisor

Middle

*Cheerleader Coach, 6th Grade **- Creekside**
Chess Club (2)
Chronicles Newspaper Advisor - Crossroads
*Golf Coach, Boys (2)
*Golf Coach, Girls (2)
*Intramural Basketball, Boys, 6th Grade (2)
*Intramural Basketball, Girls, 6th Grade (2)
*Intramural Bowling, 6th Grade (2)
*Intramural Swimming, 6th Grade (2)
*Intramural Soccer Coach, 6th Grade - Creekside
*Intramural Track, 6th Grade (2)
*Intramural Volleyball, 6th Grade (2)
Leadership Weekend Coordinator (2)
National Junior Honor Society Advisor (2)
Power of the Pen Sponsor(s) (2)
Student Council (6)
Youth Coalition Advisor (2)

Elementaries

3D Print Club Advisor - Compass
*Elementary Intramural Soccer Coach - Central
Elementary Wellness Coordinator (6)
*Intramurals **(4) Central, Compass, South, West**
*Elementary Intramural Volleyball Coach - Central
Safety Patrol **(3)** – Compass, South, West

SCHEDULE I (Cont.)

Elementaries

Student Council Sponsor (6)
*Talent Show Coordinator – Compass, South, **East, West**

SCHEDULE II

District

Chamber Society Advisor
Secondary Wellness Coordinator
Sports Information Director, Athletic Department

Senior High

Academic Team Advisor (2)
African Student Union Advisor
American Sign Language Club Advisor
*Baseball, Reserve Assistant
*Brothers and Sisters United Advisor Assistant
*Bowling Coach, Assistant (2)
Chess Team Coach
***Dance Team, Assistant Coach, Basketball**
***Dance Team, Assistant Coach, Football**
*Golf Coach, Reserve
*Golf Coach, Reserve, Girls
Hope Squad Advisor (3)
Interact Club Sponsor (2)
Junior Class Sponsor (2)
Junior State of America Advisor
Orchestra Assistant Director
PBIS Advisor
Pep Band
*Softball, Reserve Assistant
Thespian Society
Tri-M Advisor (2)
*Wrestling, Reserve Asst.
Youth Coalition Advisor

Freshman

*Baseball, Assistant
*Basketball, Assistant Boys (2)
*Basketball, Assistant Girls (2)
Class Sponsor (2)
Hope Squad Advisor (2)
*Soccer Coach, Assistant Boys
*Soccer Coach, Assistant Girls
*Wrestling, Assistant (2)

Middle

Destination Imagination **- Creekside**
Hope Squad Advisor (4)
Lego Robotics Supervisor **- Creekside**
Science Fair Coordinator

SCHEDULE II (Cont.)

Middle

*Tennis, Girls, 7th/8th Grade (2)
*Tennis, Boys, 7th/8th Grade (2)
***Swim Team, Assistant Coach**

Elementaries

Coding Club Advisor - Compass
Elem. Drama Club Advisor **(4) – Central, Compass, East, West**
Elem. Select Choir Director (6) plus (1) Additional position per building with more than 30 student participants
Lego Robotics Supervisor – West
Orff Ensemble Director **(2)**
STEAM Club Advisor – Compass

SCHEDULE III

District

*Show Choir Tech Director

Senior High

Activities Director
Asian American Association Advisor
*Bowling Coach, Lead Assistant
***Dance Team, Head Coach, Basketball**
***Dance Team, Head Coach, Football**
*Drama Club Producer
Fairfield for Change Advisor
*Golf, Assistant, Boys
Graphic Designer – Football/Track (2)
*Lacrosse, Girls Assistant Coach
Latin American Student Alliance (LASA)
*Musical Choreography Director
National Honor Society Advisor
Peer Tutoring Coordinator
Pit Orchestra Director Musical
School Paper (Warrior)
Senior Class Sponsor (2)
*Show Choir Combo Band Director
*Tennis, Assistant, Boys
*Tennis, Assistant, Girls
*Vocal Director High School Musical
*Winter Guard Assistant Instructor
Women in STEM Club Coordinator

Freshman

Jazz Band Director
*Softball, Freshman Assistant
Yearbook Advisor (2)

Middle

*Cheerleading Coach, 7th/8th Grade (4)
*Cross Country, Middle School Head Coach, 7th/8th Grade
*Cross Country **(3)**
*Diving Coach
Jazz Band Co-Director (4)

SCHEDULE III (Cont.)

Middle

Select Band Co-Director (4)
Select Choir Director **- Creekside**
Select Orchestra Director **(2) – Creekside, Crossroads**
*Swim Team Coach
*Track, Middle School **(5),** 7th/8th Grade
*Volleyball Coach, 7th/8th Grade (4)
*Wrestling, Assistant Coach
***Wrestling, Coach, Girls**

SCHEDULE IV

Senior High

AP Coordinator
Annual (Yearbook) (2)
*Bowling, Head Coach
***Brothers and Sisters United Advisor**
*Cheer Coach, JV Football
*Cheer Coach, JV Basketball
*Cross Country, Varsity Assistant (3)
*Gymnastics, Girls
*Swim, Diving, Boys & Girls
Technical Director, Stage
*Tennis, Boys
*Tennis, Girls
*Weight Room Supervisor, Assistant (Weight Trainer)

Freshman

*Baseball
*Cheer Coach, FB/BB (2)
*Soccer, Boys
*Soccer, Girls
*Softball
*Volleyball, Boys
*Volleyball, Girls

Middle

*Basketball, Boys 7th/8th Grade (4)
*Basketball, Girls 7th/8th Grade (4)
*Football, 7th/8th Grade **(10)**
*Intramural Director, 6th Grade (2)
*Show Choir Assistant Director
*Track, Middle School Head, 7th/8th Grade
*Wrestling, Middle School Head Coach, 7th/8th Grade
*Wrestling, 7th/8th Grade **(2)**
Yearbook, 8th Grade (4)

SCHEDULE V

Senior High

*Baseball, Assistant (2)
*Basketball, Sophomore, Boys
*Football, Assistant, Sophomore (3)
*Lacrosse, Varsity, Boys Assistant Coach
*Lacrosse, Girls JV Coach
*Marching Band Assistant Director
*Marching Band Instructors (3)
*Soccer, Assistant Boys (3)

SCHEDULE V (Cont.)

Senior High

*Soccer, Assistant Girls (3)
*Softball, Assistant (2)
Special Needs Fishing Trip & Field Day, Coordinator
*Swim Coach, Assistant (2)
*Track, Assistant **(6)**
*Volleyball, Assistant Boys (2)
*Volleyball, Assistant Girls (2)
***Wrestling, Assistant Coach, Girls**

Freshman

Auditorium Manager
*Basketball, Boys (2)
*Basketball, Girls (2)
*Football (3)
House (Tribal) Coordinator
*Track
*Wrestling

Middle

***Football, Head Coach, 7th Grade**
***Football, Head Coach, 8th Grade**

SCHEDULE VI

Senior High

*Cheer Coach, FB, Varsity
*Cheer Coach, BB, Varsity
Performing Arts Center Assistant Manager
*Cross Country, Head Coach
*Golf, Varsity Boys
*Golf, Varsity Girls
Technical Director, Electronic
*Winter Guard Instructor

SCHEDULE VII

Senior High

*Drama Director Associate (2)'
*Lacrosse, Varsity Boys Head Coach
*Lacrosse, Varsity Girls Head Coach
*Volleyball, Varsity Head, Boys

Middle

*Show Choir Director

SCHEDULE VIII

District

Performing Arts Center Manager

Senior High

*Basketball, Assistant Boys (2)
*Basketball, Assistant Girls (2)
*Drama Director, Assistant
*Football, Varsity Assistant (6)
*Marching Band Associate Director (2)
*Track, Head
*Wrestling, Assistant (3)

SCHEDULE VIII (Cont.)

Middle

*Athletic Director, Assistant (2)

SCHEDULE IX

District

*Director of Theatre Arts Program

Senior High

*Head Swim Coach
*Marching Band Co-Director (2)
*Weight Room Supervisor
***Wrestling, Head Coach, Girls**

SCHEDULE X

Senior High

*Baseball, Head Coach
House (Tribal) Coordinator
*Soccer, Varsity Boys Head Coach
*Soccer, Varsity Girls Head Coach
*Softball, Head Coach
***Volleyball, Varsity Head, Girls**

SCHEDULE XII

Freshman

***Athletic Facilities Coordinator**

Senior High

*Athletic Director, Assistant
*Basketball, Boys, Head Coach
*Basketball, Girls, Head Coach
*Football, Head Coach
***Wrestling, Head Coach, Boys**

Middle

Athletic Director, 7th/8th Grades (2)

FAIRFIELD CITY SCHOOL DISTRICT

CO-CURRICULAR PLACEMENT SCHEDULE
**** Valid Sports Medicine/Pupil Activity Certification is required***

SCHEDULE I

Central Elementary School Arts Fair
Compass Elementary School Arts Fair
East Elementary School Arts Fair
North Elementary School Arts Fair
South Elementary School Arts Fair
West Elementary School Arts Fair
Creekside Middle School Arts Fair
Crossroads Middle School Arts Fair
Freshman School Arts Fair
High School Arts Fair

SCHEDULE V

Creekside Middle School Choir
Creekside Middle School Orchestra
Crossroads Middle School Choir
Crossroads Middle School Orchestra
Freshman Orchestra/High School Orchestra/6th Grade Orchestra Assistant

SCHEDULE VI

Creekside Middle School 6-8 Band
Crossroads Middle School 6-8 Band
Crossroads Middle School 7-8 Band/High School Wind Ensemble
High School/Freshman Band
High School/Freshman Band/6th Grade Band Crossroads

SCHEDULE X

Freshman/High School Choir

Office Use Only

Date Received_____

FAIRFIELD CITY SCHOOL DISTRICT
TUITION REIMBURSEMENT APPLICATION

Staff Member's Name _____ Date: _____

Building _____ Assignment _____

Current Degree Held: _____ If Masters/above is held, is this course required to renew your license? Yes__No___
If yes, what is the date your license expires? _____

I. DIRECTIONS FOR APPLYING

A. Tuition reimbursement is for coursework taken from September 1 through August 31 at the rate for that given year.
B. All tuition reimbursement applications must be received by the Assistant Superintendent in advance of the start of the class for approval

II. COURSEWORK APPLICATION

Start date of course	Ending date of course	Course #	Name of Course	**Name of Univ.**	**# of Hours**	**Sem. or Qtr.**	**Total Cost**	*For Office Use Only*

NOTE: See Section 7.06 of the FCTA Contract for limitations of semester/quarter hours that can be reimbursed
Click here to enter text.

Application Approved: Yes _____ No _____

_____ _____
Assistant Superintendent's or designee's Signature Date

III. DIRECTIONS FOR FINAL TUITION REIMBURSEMENT (Payment to be made by December 15 of each year.)

Upon completion of the course, return this form by **October 1** to the human resources office with appropriate documentation, as listed, and sign below. **Note: See Section 7.06 D of the FCTA contract for additional deadline information.**

1. Copy of an itemized statement from the university, or alternative documentation (including a letter from the university) showing cost for tuition without fees.
2. Copy of the university final grade card or on-line grade posting or an official transcript.

_____I have attached documentation for each of these three required items.

Signature _____ Course Completion Date _____
Staff Member

Payment approved for $_____ _____
Assistant Superintendent or designee Date

Date Received _____

FAIRFIELD CITY SCHOOL DISTRICT
REIMBURSEMENT APPLICATION FOR TESTING
Per 7.0603 H

Staff Member's Name: _____ Date: _____

Building: _____ Assignment:_____

I. DIRECTIONS FOR APPLYING

A. Complete this form and submit it to the human resources office in advance of taking the exam(s).
B. Reimbursement for the cost of the testing is contingent upon successfully passing the exam(s) and providing proof of payment to the human resources office.

Date of exam(s) _____ Cost of exam(s) _____

Application Approved: Yes ____ No ____

_____ _____
Assistant Superintendent's or designee's signature Date

II. DIRECTIONS FOR FINAL REIMBURSEMENT

Upon completion of the exam(s), return this form to the human resources office with appropriate documentation as listed and sign below.

1. Copy of payment for the exam(s)
2. Copy of the document showing successful completion of the exam(s)

____ I have attached documentation for each of these required items.

_____ _____
Staff Member's Signature Test completion date(s)

****

Payment approved for $_____

_____ _____
Assistant Superintendent or designee Date

FAIRFIELD CITY SCHOOL DISTRICT

REQUEST FOR PERSONAL BUSINESS LEAVE

Date request submitted: _____

Name: _____

School/Assignment: _____

Date requested: _____ Day of week: _____

_____ Full day
_____ Half day AM
_____ Half day PM
_____ Half day – Conference Night
_____ .25 day (first quarter of day)
_____ .25 day (2nd quarter of day)
_____ .25 day (3rd quarter of day)
_____ .25 day (last quarter of day)

Date requested: _____ Day of week: _____

_____ Full day
_____ Half day AM
_____ Half day PM
_____ Half day – Conference Night
_____ .25 day (first quarter of day)
_____ .25 day (2nd quarter of day)
_____ .25 day (3rd quarter of day)
_____ .25 day (last quarter of day)

Date requested: _____ Day of week: _____

_____ Full day
_____ Half day AM
_____ Half day PM
_____ Half day – Conference Night
_____ .25 day (first quarter of day)
_____ .25 day (2nd quarter of day)
_____ .25 day (3rd quarter of day)
_____ .25 day (last quarter of day)

Signed: _____
Member's signature

****

_____ Approved
_____ Disapproved

_____
Principal's/Supervisor's Signature

Permission granted: _____
Superintendent or designee Date

Permission denied: _____
Superintendent or designee Date

FAIRFIELD CITY SCHOOL DISTRICT
APPLICATION FOR USE OF SICK LEAVE

EMPLOYEE'S NAME: _____

SCHOOL: _____

DATE(S) OF ABSENCE: _____

TOTAL DAYS OF SICK LEAVE REQUESTED: _____

****

_____ Personal Illness: Nature of illness: _____
(optional)

_____ Medical/dental appointments (personal or immediate family) as defined in FCTA Master Contract 9.1403

_____ Personal Injury: Nature of injury _____
(optional)

_____ Illness or injury in immediate family as defined in FCTA Master Contract 9.1403

_____
(Name) (Relationship)

_____ Bereavement leave as defined in FCTA Master Contract 9.1403
Check on of the following boxes:

- ☐ Good friend
- ☐ Neighbor
- ☐ Family member: _____
(Name) (Relationship)

I hereby certify that the above information is correct:

_____
(Employee's Signature)

Date: _____

_____
(Principal's or designated Administrator's Signature)

Date: _____

FAIRFIELD CITY SCHOOL DISTRICT
REQUEST FOR PROFESSIONAL LEAVE *WITH CASH ADVANCE REQUESTED*

_____
Date Submitted

Name: _____ Date(s) Requested: _____

Name of Meeting/Workshop: _____

How does this align with district, building and/or educator goals? _____

_____

_____

Destination (City, State): _____

Estimated Expenses:

Transportation (IRS Rate) _____
Amount

Meals* _____

Lodging _____

Registration (fees) _____

Other (parking, etc.) _____

Total: _____

Cash Advance Request:
(Available for overnight trips only)

Meals** _____

Lodging** _____

Registration (fees) _____

Cash Advance Requested: _____

_____ _____
Employee Signature **Date** **Employee Signature** **Date**

==========

Recommended Approval _____

Recommended Disapproval _____

_____
Principal's Signature **Date**

Reason(s) for Disapproval: _____

(District Office Use Only)

Permission Granted: _____

Permission Denied: _____

_____
Director of Curriculum and Instruction **Date**

Reason for Denial: _____

***Meal rate for one-day seminar where lunch is not included with registration is $8.00 (applicable to off campus out-of-district lunch expenses only). This is not a cash advance item. Itemized receipt is required for reimbursement.**
****Overnight meal expenses are subject to Board Policy #DLC-R**
*****Lodging is standard single occupancy rate only.**

Expenses must be ITEMIZED as shown. Original transportation, lodging, registration and other receipts must be attached. Lodging receipts must be itemized, listing single rate per night and any other miscellaneous expenses connected with the bill. **Itemized meal receipts are required for reimbursement.** APPLICATION FOR REIMBURSEMENT MUST BE MADE WITHIN 30 DAYS OF SEMINAR.

Name: _____ P.O. #: _____

FAIRFIELD CITY SCHOOL DISTRICT
APPLICATION FOR PAYMENT OF EXPENSE ACCOUNT
(Within 30 days of seminar)

Expense account for: (Describe where and for what reason trip was made, or other reasons for expenses listed hereon.)

_____

_____

_____

_____

Date of Meeting _____

EXPENSES:

Transportation/Mileage: # of miles _____ $_____
(See school secretary for current IRS rate per mile)

Meals (cannot reimburse for alcoholic beverages) $_____
*See Appendix F for meal rate guidelines.

Lodging (cannot reimburse for personal phone calls & movies) $_____

Registration (fees not paid by the district) $_____

Other (parking, etc.) $_____

Total: $_____

Less Cash Advance: $_____

Amount owed Employee: $_____

Amount due Board: $_____

==========

Expenses must be ITEMIZED as shown. Original transportation, lodging, registration and other receipts must be attached. Lodging receipts must be itemized, listing single rate per night and any other miscellaneous expenses connected with the bill. **Itemized meal receipts are required for reimbursement.**

==========

_____ _____
Employee Signature Date

Approved by: _____ _____
Principal's Signature Date

FAIRFIELD CITY SCHOOL DISTRICT
REQUEST FOR PROFESSIONAL LEAVE OUTSIDE THE DISTRICT
with Expenses Reimbursed

Name: _____ Date Submitted: _____

Name of Meeting/Workshop: _____ Date(s) requested: _____

How does this align with district, building and/or educator goals? _____

_____

_____

Destination: _____ Substitute required to fill your position? ___Yes __No
(City, State)

Estimated Expenses**:**
Driving (IRS rate) $ _____ ☐ Monthly Mileage report

Flight $ _____

Meals* $ _____

Lodging** $ _____

Registration or fee $ _____

Other (parking, etc.) $ _____

Total: $ _____

*Meal rate for one-day seminar where lunch is not included with registration is $8.00. Itemized receipt is required for reimbursement. This is not a cash advance item. Overnight meal expenses subject to Board Policy #DLC.
**Lodging is standard single occupancy rate only.

Note: Cash advance forms are available in FCTA Contract for overnight trips only (Appendix F)

Employee's Signature: _____ Date: _____

**********Submit to Building Principal**********

_____Approved _____Denied Reason denied: _____

Principal's Signature: _____ Date: _____

_____Building funding source: _____

_____General funding source: _____

**********Send form to Director of Curriculum and Instruction**********

Director's Signature: _____ Date: _____

Funding Source: _____

Expenses must be ITEMIZED as shown. Original transportation, lodging, registration and other receipts must be attached. Lodging receipts must be itemized, listing single rate per night and any other miscellaneous expenses connected with the bill. **Itemized meal receipts are required for reimbursement**. APPLICATION FOR REIMBURSEMENT MUST BE MADE WITHIN 30 DAYS OF SEMINAR.

FAIRFIELD CITY SCHOOL DISTRICT
REQUEST FOR PROFESSIONAL LEAVE
With No Expenses Reimbursed

Name: _____ Date Submitted: _____

Name of Meeting/Workshop: _____

How does this align with district, building and/or educator goals? _____

_____

_____

Date(s) requested: _____

☐ **In a Fairfield City School building**

☐ **Not in a Fairfield City School building**

Is a substitute required to fulfill your duties? ☐ Yes ☐ No

(If a substitute is required, you are responsible for making those arrangements through the designated process.)

Employee's Signature: _____ **Date:** _____

**********Submit to Building Principal**********

____Approved ____Denied Reason denied: _____

Principal's Signature: _____ Date: _____

____**Building** is funding the substitute or modular pay.
Source: _____

Form is to be copied and attached to time sheet, if **out** of district.

If principal has not identified funding source, send signed form to the Curriculum Department.

****

Director's Signature: _____ Date: _____

Funding Source: _____

Note: Signed form will be returned for processing. Copy and attach to the time sheet.

FAIRFIELD CITY SCHOOL DISTRICT

REQUEST FOR DAY(S) WITHOUT PAY (MAXIMUM OF TWO DAYS)

Professional Staff

EMPLOYEE'S NAME: _____

SCHOOL/ASSIGNMENT: _____

DATE(S) OF LEAVE WITHOUT PAY REQUESTED: _____

TOTAL DAYS OF LEAVE WITHOUT PAY REQUESTED: _____

Please provide the reason(s):

_____

_____

_____

_____
Employee Signature

_____
Date of Request

NOTE: This form may be used to request a maximum of two (2) days without pay.

****

Recommended _____ Yes _____ No

_____
Principal/Supervisor

_____
Assistant Superintendent or designee

Permission granted _____ Date _____

Permission denied _____ Date _____

FAIRFIELD CITY SCHOOL DISTRICT

REQUEST FOR ASSOCIATION LEAVE

Date: _____

TO: Assistant Superintendent or designee

CC: Building Principal or Supervisor

I hereby request _____

- ☐ full day
- ☐ half day AM
- ☐ half day mid-day
- ☐ half day PM

as a day for Association business for the following bargaining unit members:

_____ _____

_____ _____

_____ _____

_____ _____

_____
FCTA President's Signature

FAIRFIELD CITY SCHOOL DISTRICT

REQUEST FOR NEGOTIATION DAY(S)

Date: _____

TO: Assistant Superintendent

CC: Building Principal or Supervisor

I hereby request _____

_____ full day
_____ half day AM
_____ half day mid-day
_____ half day PM

as a day for formal negotiations with the Board of Education for the following bargaining team members:

_____ _____

_____ _____

_____ _____

_____ _____

_____
FCTA President's Signature

NOTE: Approved negotiation days are not charged against the member or the Association.

FAIRFIELD CITY SCHOOL DISTRICT
Fairfield, Ohio

GRIEVANCE REPORT

No. _____

Date: _____

Last, First Name of Grievant:_____

Building & Assignment: _____

****

GRIEVANCE:

1. Article and/or Sections Grieved:_____

2. Date of Incident: _____

*3. Brief Summary of Grievance:

4. Relief

****

LEVEL II:

_____ _____
Signature of Grievant Date submitted
*Disposition:

_____ _____
Signature of Supervisor Date
*Additional pages may be attached, if required.

FAIRFIELD CITY SCHOOL DISTRICT
Fairfield, Ohio
GRIEVANCE REPORT - Page 2.

****

L E V E L I I I :

Signature of Grievant: _____

Level III Hearing Date:_____ Date Forwarded to Level III:_____

Signature of FCTA Chair: _____

Date Received by Superintendent: _____

*Disposition:

_____ _____
Signature of Superintendent Date

****

L E V E L I V :

Signature of Grievant: _____

Level IV Hearing Date:_____ Date Forwarded to Level IV:_____

Signature of FCTA Chair: _____

Date Received by Arbitrator: _____

*Disposition:

_____ _____
Signature of Arbitrator Date

*Additional pages may be attached, if required.

Final Holistic Rating of Teacher Effectiveness – Full Evaluation

Name: Click or tap here to enter text.

	Ineffective	Developing	Skilled	Accomplished
Formal Holistic Observation (followed by conference)	☐	☐	☐	☐
Formal Focused Observation **Mark Domain Area(s):** ☐ Focus for Learning ☐ Knowledge of Students ☐ Lesson Delivery ☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities	☐	☐	☐	☐
Final Holistic (Overall) Rating	Ineffective	Developing	Skilled	Accomplished
	☐	☐	☐	☐

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

The signatures above indicate that the teacher and evaluator have discussed the Holistic Rating.

Challenges may be made according to the local contract agreement.

Name: Click here to enter text.

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 thirty (30) minute observation and post-conference. To determine the rating for each thirty (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.

INSTRUCTIONAL PLANNING						
	Domains	**Components**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**FOCUS FOR LEARNING** **(Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)** *Possible Sources of Evidence:* pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments	**Use of High-Quality Student Data** Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s). ☐ Click here to enter text.	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 maybe incomplete or inaccurate. ☐ Click here to enter text.	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 towards goal(s). ☐ Click here to enter text.	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 towards goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring. ☐ Click here to enter text.
		Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	The teacher plans lessons that demonstrate no connections to student prior learning or future learning. ☐ Click here to enter text.	The teacher plans lessons that attempt to make connections with student prior learning or future learning. These connections are not clear. ☐ Click here to enter text.	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. ☐ Click here to enter text.	The teacher plans lessons that intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students – among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development. ☐ Click here to enter text.

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

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

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

INSTRUCTION AND ASSESSMENT						
	Domains	**Components**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**CLASSROOM ENVIRONMENT** **(Standard 1: Students, Standard 5: Learning Environment)** *Possible Sources of Evidence:* pre-conference, post-conference, formal observation, classroom walkthroughs/informal observations, peer review, student surveys	**Classroom routines and procedures** Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior. ☐ Click here to enter text.	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. ☐ Click here to enter text.	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. ☐ Click here to enter text.	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. ☐ Click here to enter text.
		Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being. ☐ Click here to enter text.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively. ☐ Click here to enter text.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. ☐ Click here to enter text.	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professional and/or community resources to ensure all student are recognized and valued. ☐ Click here to enter text.

INSTRUCTION AND ASSESSMENT						
	Domains	**Components**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**ASSESSEMENT OF STUDENT LEARNING** **(Standard 1: Students, Standard 3: Assessments)** *Possible Sources of Evidence:* pre-conference, formal observation, classroom walkthroughs/informal observations, assessments, student portfolios, post-conference	**Use of assessments** Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments. The teacher fails to analyze data and makes little or no attempt to modify instruction to meet student needs. The teacher does not share evidence of student learning with students. ☐ Click here to enter text.	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs. The teacher shares evidence of student learning with students. ☐ Click here to enter text.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students. The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs. ☐ Click here to enter text.	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs. ☐ Click here to enter text.
		Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students. ☐ Click here to enter text.	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. ☐ Click here to enter text.	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. ☐ Click here to enter text.	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. ☐ Click here to enter text.

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

PROFESSIONALISM						
	Domains	**Components**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
PROFESSIONALISM	**PROFESSIONAL RESPONSIBILITIES** (continued)	**Professional learning** Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals. ☐ Click here to enter text.	The teacher sets short-term and long-term professional goals but fails to take appropriate action to meet the goals. ☐ Click here to enter text.	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. ☐ Click here to enter text.	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. ☐ Click here to enter text.

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

Name:

Professional Growth Plan Goal(s) Alignment:	**Dates:**			
Mark Domain Area(s): ☐ Focus for Learning ☐ Knowledge of Students ☐ Lesson Delivery ☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities	Date of Observation: Date of Conference:			
Progress on Professional Growth Plan Goal(s):	Progress Made ☐		Insufficient Progress Made Date of 2nd Conference: ☐	
Final Holistic (Overall) Rating **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 _____

The signatures above indicate that the teacher and evaluator have discussed the Holistic Rating.
Challenges may be made according to the local contract agreement.

Improvement Plan

Educator Name: Click here to enter text. Grade Level, Subject, or Title: Click here to enter text.

School Year: Click here to enter text. Building: Click here to enter text. Date of Improvement Plan Conference: Click here to enter text.

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. However, districts have discretion to place a 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 corrective actions are not made within the time as specified in the Improvement Plan, a recommendation may be made for dismissal or to continue on the plan.

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

Performance Standard(s) Addressed in this Plan	Date(s) improvement Area(s) or Concern(s) Observed	Specific Statement of the Concern(s): Area(s) of Improvement
Click here to enter text.	Click here to enter text.	Click here to enter text.

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

List Goal Statement(s) indicating Performance on Ohio's Standards for the Teaching Profession	Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Improvement Target(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Section 3: Specific Plan of Action – Describe in detail specific plans of action that must be taken by the teacher to improve performance. Indicate the sources of evidence that will be used to document the completion of the Improvement Plan.

Actions to be Taken	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)
Click here to enter text.	Click here to enter text.

Section 4: Alignment to District and/or Building Improvement Plan(s), (if applicable) – Describe the alignment to district and/or building Improvement Plan(s)

Click here to enter text.

Comments: Click here to enter text.

Date of Improvement Plan to be evaluated: _____

Educator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Educator Name: Click here to enter text. Grade Level, Subject, or Title: Click here to enter text.

School Year: Click here to enter text. Building: Click here to enter text. Date of Evaluation: Click here to enter text.

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

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

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.
Click here to enter text.

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

Educator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

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

Instructional Specialist / Coach Evaluation Rubric

Name: Click or tap here to enter text.

The ***Instructional Specialist / Coach Performance Evaluation Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the Instructional Specialist / Coach. 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 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, instructional specialists / coaches 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)

The following ratings indicate the level of performance for each area:
Ineffective - does not meet the expectations
Developing – does not fully meet or is making growth toward expectations
Skilled – meets the expectation(s)
Accomplished – exceeds achievement of expectation(s)
N/A – not applicable

	EDUCATIONAL LEADERSHIP	I	D	S	A	N/A
EDUCATIONAL LEADERSHIP	The Instructional Specialist maintains adequate contact with staff and assumes initiative in identifying and solving problems.	☐	☐	☐	☐	☐
	The Instructional Specialist involves appropriate persons in the decision-making process, establishes clear expectations, builds consensus when appropriate and maintains responsibility for the final decision.	☐	☐	☐	☐	☐
	The Instructional Specialist recognizes the educational needs of students and faculty, positively contributes to in-service planning and activities and provides quality professional development opportunities for teachers.	☐	☐	☐	☐	☐
	The Instructional Specialist demonstrates and promotes curriculum and instructional strategies that reflect research-based/evidenced-based educational practices.	☐	☐	☐	☐	☐
	The Instructional Specialist utilizes data to make decisions affecting students, staff and programs. The Instructional Specialist helps others interpret and utilize data effectively.	☐	☐	☐	☐	☐
	The Instructional Specialist assumes initiative and flexibility in identifying and solving problems and is solution-oriented	☐	☐	☐	☐	☐
	The Instructional Specialist actively participates in team interactions, expresses opinions respectfully, assumes responsibilities to facilitate the efficiency of the team and supports the decision of the team.	☐	☐	☐	☐	☐
	Evidence: Click or tap here to enter text.					

	MANAGEMENT	I	D	S	A	N/A
MANAGEMENT	The Instructional Specialist plans, organizes and follows through with projects and other work relevant to their role on the team.	☐	☐	☐	☐	☐
	The Instructional Specialist responds to individuals and situations appropriately and in a timely manner.	☐	☐	☐	☐	☐
	The Instructional Specialist effectively communicates with vendors, educational service centers and other outside organizations and presenters.	☐	☐	☐	☐	☐
	The Instructional Specialist manages budgets (grant and/or general fund) appropriately, places orders on time, accounts for supplies and equipment and allocates resources effectively.	☐	☐	☐	☐	☐
	Evidence: Click or tap here to enter text.					

	PROFESSIONALISM	I	D	S	A	N/A
PROFESSIONALISM	The Instructional Specialist uses data/evidence/feedback to set and adjust short-term and long-term goals and takes appropriate action to meet these goals.	☐	☐	☐	☐	☐
	The Instructional Specialist participates in professional activities, including, but not limited to, attending meetings at education service centers, attending conferences or participating in online meetings/webinars related to their personal growth goals and/or their role in the department.	☐	☐	☐	☐	☐
	The Instructional Specialist builds and maintains healthy relationships with professional staff.	☐	☐	☐	☐	☐
	The Instructional Specialist works effectively and maintains a positive relationship with support staff.	☐	☐	☐	☐	☐
	The Instructional Specialist communicates (listens, speaks, writes) effectively with appropriate stakeholders.	☐	☐	☐	☐	☐
	The Instructional Specialist interprets and upholds board policies and procedures.	☐	☐	☐	☐	☐
	The Instructional Specialist maintains a positive perspective on district philosophy and goals.	☐	☐	☐	☐	☐
	Evidence: Click or tap here to enter text.					

NAME: Click here to enter text.

Occupational/Physical Therapist Performance Evaluation Rubric

The ***Occupational/Physical Therapist Performance Evaluation Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the Occupational/Physical Therapist. 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, Occupational/Physical Therapists should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**FOCUS FOR LEARNING (Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The OT/PT does not have a clear focus for student learning or the objective is too general to guide therapy. The OT/PT is unable to explain the objective for the therapy session or it is inappropriate for the student(s). ☐	The OT/PT clearly communicates a focus for the therapy session that is appropriate. The OT/PT understands the objectives for the therapy session and attempts to explain its use as being appropriate for the student(s). ☐	The OT/PT develops a measurable objective(s) for the therapy session that aligns with the IEP goals and best practices. The OT/PT can explain the importance of the objective for the therapy session and its appropriateness for the student(s). ☐	The OT/PT establishes challenging and measurable objective(s) for the therapy session that align with IEP goals and best practices. Objectives reflect a range of student learner needs. The OT/PT can explain how the objective(s) for the therapy session fit(s) into the broader learning and skills. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**ASSESSMENT DATA (Standard 3: Assessment)** *Sources of Evidence:* Pre-Conference	The OT/PT has little familiarity with or may not be able to explain the tools, strategies and procedures that are used to determine eligibility for services.	The OT/PT demonstrates a basic understanding of the tools, strategies and procedures that are utilized to determine eligibility for services.	The OT/PT has a strong understanding of the characteristics, uses and limitations of various tools, strategies and procedures. The OT/PT is aware of nondiscriminatory and culturally appropriate practices.	The OT/PT purposely analyzes and selects tools, strategies and procedures that are most current and evidence-based and are related to the population(s) served, severity of the disability, and are nondiscriminatory and culturally sensitive.
		The OT/PT does not administer standardized assessments as outlined in testing protocols.	The OT/PT administers standardized assessments as outlined in testing protocols.	The OT/PT consistently and accurately administers standardized assessments according to established test protocols. The OT/PT may supplement standardized assessments with: - Classroom observations; - Teacher or parent interviews; or - Curriculum/Criterion based assessments.	The OT/PT administers standardized assessments adhering to all testing protocols. The OT/PT may in some cases adapt standardized test procedures/protocols, as permissible, to reflect student needs (e.g. student with autism may need to have assessment administered in "chunks" of time). The OT/PT supplements standardized assessments with: - Classroom observations; - Authentic tasks; - Curriculum/Criterion based assessments; - Educationally relevant measures that are aligned with the academic standards of the setting; and - Gathers information to create a therapy history.
		The OT/PT may score tests inaccurately and/or draw inaccurate conclusions from assessments administered.	The OT/PT accurately scores most assessments and draws appropriate conclusions from assessments administered.	The OT/PT accurately scores all standardized assessments according to established protocols and draws accurate conclusions.	The OT/PT scores all data accurately, analyzes and interprets information correctly from all assessments and sources of data.
		The OT/PT has great difficulty administering prescribed screening protocols (example kindergarten screening) and may misinterpret results, drawing inaccurate conclusion.	The OT/PT administers and scores screening protocols that follow established guidelines to determine student eligibility for services.	The OT/PT selects, administers and scores an appropriate screening protocol(s) based on student needs to determine eligibility for services.	The OT/PT selects (from a range of screening protocols) an appropriate screening protocol based on student needs; and administers, scores, analyzes and interprets results of the screening to determine student eligibility for services and to guide recommendations for evidenced-based interventions.
		The OT/PT is unable to provide the ETR/IEP members with information to determine eligibility for services.	The OT/PT supplies the ETR/IEP members with a summary of assessment results and recommends services.	The OT/PT works with the ETR/IEP members to interpret assessment outcomes, presents diagnostic impressions for services.	The OT/PT assumes a leadership role at the ETR/IEP meetings to determine the level of severity, the impact on learning and eligibility for services by using assessment outcomes and diagnostic impressions.
		The OT/PT does not examine student data to inform IEP goals	The OT/PT develops and appropriate IEP (long term goals) working with the IEP team.	The OT/PT collaborates with the IEP team to create an appropriate IEP that includes curriculum-based interventions and short and long termed goals.	The OT/PT presents to the IEP team a rigorous IEP that includes educational/evidence- based interventions; relevant and measurable short and long term goals, and measurable benchmarks/objectives related to the goal.
		The OT/PT does not examine student data to develop and/or make IEP goals.	The OT/PT reviews student data but may have difficulty in identifying trends and patterns to develop and/or make changes to short and long term goals.	The OT/PT uses and reviews student data to identify trends and patterns to develop and/or make changes to short and long term goals.	The OT/PT **routinely** exams and analyzes student data to identify trends and patterns in individual and group progress to develop and/or make changes for short and long term goals. ("Group" is referring to skill group and/or physical group of students.)
		☐	☐	☐	☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**KNOWLEDGE OF STUDENTS (Standard 1: Students)** *Sources of Evidence: Analysis of Student Data Pre-Conference*	The OT/PT can't articulate research on proper development and/or the developmental characteristics of student age groups. The OT/PT lacks an understanding of why it is important to become familiar with students' backgrounds and prior learning and does not know how to find this information. The OT/PT demonstrates little or no knowledge of students' backgrounds, skills, interests, and special needs ☐	The OT/PT demonstrates an understanding of how students learn and how students develop. The OT/PT reviews a limited number of records and gathers information about students' backgrounds and prior learning. The OT/PT demonstrates the importance of understanding students' backgrounds, skills, interests, and special needs. ☐	The OT/PT applies their knowledge of student development (cognitive, physical, social) and how students develop to plan for therapy sessions. The OT/PT examines multiple sources of information about students' backgrounds, prior learning skills, interests, and special needs to develop and/or make plans for therapy. The OT/PT can articulate and share knowledge about students with administrators and other school personnel. ☐	The OT/PT regularly analyzes individual student development (cognitive, physical, social) to design therapy sessions that appropriately meet the needs of students. The OT/PT utilizes routine sources and non-routine methods (ex, interviews with teachers or parents) for gathering information about students' backgrounds, skills, interests, special needs and prior learning to develop and/or make changes to therapy. The OT/PT provides administrators and other school personnel with important information about students to guide teaching and learning in the regular classroom. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**THERAPY PRACTICES (Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence: Formal and Informal Observation; Personal Reflection; Post Observation Conference*	The OT/PT fails to intentionally convey objectives for therapy session, or does not communicate the intended therapy objectives to students. The OT/PT is unaware and/or does not use appropriate service delivery models that meet the needs of identified students. The learning activities are poorly aligned to goals for therapy. The OT/PT selects materials that do not align to the service delivery model or are inappropriate for use with students. The OT/PT may have difficulty organizing materials, incorporating academic instruction into intervention and may use inappropriate instructional language. The OT/PT does not use student therapy time effectively. The OT/PT adheres to the therapy plans, disregarding students' difficulty with tasks and/or student questions. ☐	The OT/PT intentionally conveys objectives for therapy session but may not consistently communicate the therapy objectives to students. The OT/PT utilizes an appropriate service delivery model that engages students. The learning activities demonstrate and align to most goals for therapy. The OT/PT uses a limited number of appropriate materials and resources to support the service delivery model and is appropriate for use with students. The OT/PT prepares for therapy session by: - Selecting and adapting materials; - Using appropriate instructional language; and - Pacing activities to reflect the time available. The OT/PT attempts to modify the lesson when needed to respond to student questions or inability to perform activities as planned. ☐	The OT/PT establishes objectives for therapy with varying degrees of rigor and regularly communicates the therapy objectives to students. The OT/PT able to identify and utilize appropriate service delivery models that meet the needs of most students. Learning activities are clearly aligned to therapy goals and suitable to groups of student. The OT/PT selects and implements materials and resources that are aligned to therapy objectives, are appropriate for students, and actively engage students in learning. The OT/PT prepares for therapy sessions by: - Organizing, selecting and adapting materials and equipment to meet student needs; - Developing appropriate learning activities that consider student learning styles; - Selecting appropriate student language; and - Ensuring that transitions are efficient and occur smoothly. The OT/PT makes adjustments as needed to therapy activities and accommodates student questions and difficulties performing planned activities. ☐	The OT/PT establishes objectives for therapy that are rigorous and are appropriate for the diverse needs, interests, and levels of readiness for all students. Therapy sessions begin with the OT/PT clearly communicating the therapy objectives to students. The OT/PT selects and uses a wide variety of service delivery models that best meet the needs of all students. A series of learning activities are aligned to therapy goals and differentiated where appropriate to individual student. The OT/PT creates, selects, and adapts materials and resources based on usefulness in supporting particular skills and concepts, ability to actively engage students, and for meeting individual students' needs. The OT/PT prepares for therapy sessions by: - Incorporating instructional and curriculum based strategies to achieve goals; - Addressing students' unique learning styles; - Using instructional language that is consistent with students' level of comprehension; and - Providing efficient and effective delivery of services to maximize the time available for student intervention. The OT/PT ensures the success of all students by adapting, modifying or replacing planned activities based on student response. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

CLASSROOM ENVIRONMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment** *Sources of Evidence: Formal and Informal Observation; Personal Reflection; Post Observation Conference*	The OT/PT's system for maintaining both instructional (documentation of student performance, data sheets) and non-instructional (caseload list and Medicaid billing) records are either nonexistent or in disarray, resulting in errors and confusion.	The OT/PT's system for maintaining both instructional (documentation of student performance, data sheets) and non-instructional (caseload list and Medicaid billing) records are basic and comply with minimum expectations.	The OT/PT's system for maintaining both instructional (documentation of student performance, data sheets) and non-instructional (case load list and Medicaid billing) records comply with school district requirements are accurate, efficient and effective.	The OT/PT's system for maintaining instructional (documentation of student performance, data sheets) and non-instructional (caseload list and Medicaid billing) records are accurate, efficient, and effective. The OT/PT clearly and objectively documents all activities and correspondence related to children on the caseload accurately and on a timely basis.
		There is little or no evidence of a positive rapport between the OT/PT and student	The OT/PT is fair in the treatment of students and establishes a basic rapport with them.	The OT/PT has a positive rapport with students and demonstrates respect for an interest in all students.	The OT/PT has a positive rapport with all students and demonstrates respect for an interest in individual student's experiences, thoughts and opinions.
		The OT/PT fails to demonstrate respect for students' diverse cultures. The OT/PT may display bias for certain cultures and/or lack of respect for students; native languages or dialects.	The OT/PT respects the cultural heritage of groups of students and establishes a basic rapport with them.	The OT/PT fosters learning environment in which individual differences in students are respected and valued.	The OT/PT models a non-bias learning environment and challenges disrespectful attitudes by modeling behavior (e.g., ensuring all students are valued and recognized.)
		The OT/PT creates an environment that may be unsafe or limit students' access to learning.	The OT/PT creates a safe learning environment that is accessible to most students.	The OT/PT creates a learning environment that is safe and accessible to all students.	The OT/PT creates a safe and caring learning environment for all students on their caseload, and collaborates with other staff in the building to create a safe environment for the school.
		☐	☐	☐	☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTION and ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**DATA COLLECTION (Standard 3: Assessment)** *Sources of Evidence: Formal and Informal Observations; Teacher Reflection; Post-Observation Conferences*	The OT/PT rarely collects qualitative and/or quantitative data relative to measuring student progress. There is no evidence of a data management system. The OT/PT does not use data to modify student intervention. The OT/PT fails to comply with state, federal and local regulatory policies related to educational data of children in schools. ☐	The OT/PT intermittently collects qualitative and/or quantitative data relative to measuring student progress. The OT/PT attempts to establish processes and procedures to manage student data. The OT/PT modifies intervention strategies based on data. The OT/PT complies with some state, federal and local regulatory policies related to educational data of children in schools. ☐	The OT/PT regularly collects qualitative and/or quantitative data and uses the data to measure student progress toward short and long term goals. The OT/PT uses effective data collection systems. The OT/PT modifies intervention strategies, over time, based on data. The OT/PT complies with most state, federal and local regulatory policies related to educational data of children in schools. ☐	The OT/PT routinely collects and interprets qualitative and/or quantitative data to measure and benchmark student progress toward short term objectives and long term goals. The OT/PT creates develops and uses data collection systems to effectively and efficiently manage student data. The OT/PT modifies intervention strategies in real time to reflect trends and patterns from assessment results. The OT/PT complies with all state, federal and local regulatory policies related to educational data of children in schools. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

PROFESSIONALISM					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONALISM	**PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)** *Sources of Evidence: Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; Personal Reflection*	The OT/PT does not and/or makes no attempt to communicate clearly with students, parents and colleagues. The OT/PT does not collaborate effectively with professional colleagues. The OT/PT fails to act in an ethical manner and/or does not follow district policies or the Ohio Educators Code of Conduct. The OT/PT does not/or makes no attempt to demonstrate an ability to self-assess performance and to identify areas for professional growth. ☐	The OT/PT communicates with parents, but communication tends to be one way. The OT/PT communicates clearly with students and professional colleagues both in spoken and written language. The OT/PT meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct. The OT/PT identifies areas of strength and areas for growth to develop and implement targeted goals for professional growth. ☐	The OT/PT uses effective communication strategies and multiple resources to convey ideas and works with parents and professional colleagues, cooperatively, to support student learning. The OT/PT uses effective communication (oral and written) to convey instruction to students. The OT/PT meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct. The OT/PT sets data-based, short and long term goals for professional growth and takes actions to meet these goals. ☐	The OT/PT forms partnerships with parents and communicates proactively (two-way communication) with students, parents and professional colleagues to support student learning. The OT/PT meets, internalizes and models for colleague's professional ethics, district policies and the Ohio Educators Code of Conduct. The OT/PT regularly modifies short and long term professional goals based on self-assessment and analysis of student learning. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

NAME: Click here to enter text.

School Nurse Performance Evaluation Rubric

The ***School Nurse 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, school nurses 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).

Domain 1: KNOWLEDGE					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
Domain 1: KNOWLEDGE	**STUDENT AND REGULATION KNOWLEDGE (Standard 3: Outcome Identification, Standard 5: Implementation, Standard 11: Communication, Standard 16: Environmental Health)**	Nurse demonstrates little understanding of medical knowledge and nursing techniques in a school setting. Nurse displays little or no knowledge of child and adolescent development. Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. ☐	Nurse demonstrates basic understanding of medical knowledge and nursing techniques in a school setting. Nurse displays partial knowledge of child and adolescent development. Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. ☐	Nurse demonstrates understanding of medical knowledge and nursing techniques in a school setting. Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school. ☐	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques in a school setting. In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns. Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community. . ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Domain 2: THE ENVIRONMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
Domain 2: THE ENVIRONMENT	**CULTURE (Standard 4: Planning, Standard 5: Implementation, Standard 5b: Health Teaching and Health Promotion, Standard 16: Environmental Health)**	Nurse's interactions with at least some students are negative or inappropriate. Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers. ☐	Nurse's interactions with students are a mix of positive and negative. Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful. ☐	Nurse's interactions with students are positive and respectful. Nurse promotes a culture throughout the school for health and wellness. ☐	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship. The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	CLINIC MANAGEMENT (Standard 17: Program Management)	Nurse's procedures for the nursing offices are nonexistent or in disarray. Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not stored properly. ☐	Nurse has rudimentary and partially successful procedures for the nursing office. Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find. ☐	Nurse's procedures for the nursing office work effectively. Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized. ☐	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations. Nurse's office is effectively organized and is highly appropriate to the planned activities. Medications are properly stored and well organized. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Domain 3: ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
Domain 3: ASSESSMENT	**ASSESSMENT OF STUDENT NEEDS (Standard 1: Assessment, Standard 2: Diagnosis, Standard 3: Outcome Identification, Standard 4: Planning, Standard 5a: Coordination of Care, Standard 6: Evaluation, Standard 15: Resource Utilization)**	Nurse does not assess student needs, or the assessments result inaccurate conclusions. Nurse has no contingency plans for emergency situations. Nurse's plans consist of a random collection of unrelated activities, lacking coherence or an overall structure. ☐	Nurse's assessments of student needs are perfunctory. Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others. Nurse's plans have guiding principles and include a number of worthwhile activities, but the plans do not meet the broader educational programs. ☐	Nurse assesses student needs and knows the range of student needs in the school. Nurse's plans for emergency situations have been developed for many situations Nurse's plans are coherent and include supports for individual students and groups of students but some plans do not meet the broader educational programs. ☐	Nurse conducts detailed an individualized assessment of student needs to contribute to the program planning. Nurse's plans for emergency situations have been developed for many situations. Students and teachers have been clearly instructed of their responsibilities in case of emergencies. Nurse's plans are highly coherent and serve to support not only the students individually and in groups, but also the broader educational programs. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Domain 3: ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
Domain 3: ASSESMENT	**QUALITY OF PRACTICE (Standard 5c: Consultation, Standard 6: Evaluation, Standard 10: Quality of Practice)**	Medications are administered with no regard to state or district policies. Nurse adheres to the plan or programs, in spite of evidence of its inadequacy. ☐	Medications are administered by designated individuals, but signed release forms are not conveniently stored.. Nurse makes modest changes in the nursing program when confronted with evidence of the need for change. ☐	Medications are administered by designated individuals, and signed released forms are conveniently stored and available when needed. Nurse makes revisions in the nursing program when they are needed. ☐	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance. Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to students, parents, or teachers input. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Domain 4: PROFESSIONALISM					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
Domain 4: PROFESSIONALISM	**PROFESSIONAL RESPONSIBILITIES (Standard 7: Ethics, Standard 8: Education, Standard 11: Communication, Standard 12: Leadership, Standard 13: Collaboration, Standard 14: Professional Practice Evaluation)**	COMMUNICATION The nurse fails to communicate clearly with students and families or collaborate effectively with professional colleagues. ETHICS The nurse fails to understand and follow confidentiality, regulations, policies and agreements. GOALS The nurse fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development. HEALTH RECORDS Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. ☐	COMMUNICATION The nurse uses a variety of strategies to communicate with students and families or collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. ETHICS The nurse understands and follows district policies, confidentiality, state and federal regulations at a minimal level GOALS The nurse identifies strengths and areas for growth to develop and implement targeted goals for professional growth. HEALTH RECORDS Nurse's reports, records, and documentation are generally accurate, but are occasionally late. ☐	COMMUNICATION The nurse uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. ETHICS The nurse meets confidential, ethical and professional responsibilities with integrity and honesty. The nurse models and upholds district policies, state and federal regulations. GOALS The nurse sets date-based short and long-term professional goals and takes action to meet these goals. HEALTH RECORDS Nurse's reports, records, and documentation are accurate, and are submitted in a timely manner. ☐	COMMUNICATION The nurse 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. ETHICS The nurse meets confidential, ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. GOALS The nurse sets and regularly modifies short and long-term professional goals based on self-assessment and analysis of student learning evidence. HEALTH RECORDS Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

School Psychologist Performance Evaluation Rubric

Name: Click here to enter text.

Directions: ***The School Psychologist Performance Evaluation Rubric*** is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the School Psychologist. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the formal observation, the post-conference, as well as informal observations (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, school psychologists 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- or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

Domain 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
Domain 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY	**DOMAIN 1 (Indicator 1.1: Utilizes appropriate assessment and data collection methods; Conducts special education evaluations to inform eligibility, service and programming decisions in a timely manner.)**	School Psychologist conducts evaluations that are: Inappropriate for purpose Not compliant with requirements Administered, scored, or interpreted incorrectly Multiple evaluations completed past the compliance due dates ☐	School Psychologist conducts evaluations that are: Appropriate for the student; administered, scored, and interpreted correctly Limited in variety and appropriateness for the intended purpose, or limited in individualization for the specific student(s) Compliant with requirements Few evaluations completed after compliance due dates ☐	School Psychologist conducts evaluations that are: Appropriate for the intended purpose and individualized for the specific student's cultural, linguistic background and disability and of sufficient variety for the intended purpose Informative for instructional and/or programming purposes With few/rare exceptions, all evaluations completed in a timely and compliant manner while documenting multiple attempts to comply with deadlines ☐	School Psychologist: Applies evaluation data and effectively communicates findings to guide intervention, instruction, programming, and services through written reports, intervention plans, and meetings/conferences with parents and/or school staff Utilizes evaluation findings to inform eligibility and to assist in making placement and service decisions All evaluations compliant ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Domain 1: ASSESSMENT, DATA-BASED DECISION MAKING, AND ACCOUNTABILITY				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
DOMAIN 1 (Indicator 1.2: Contributes to school-wide assessment and data-based decisions regarding intervention practices for academic, social-emotional, and behavioral domains) *Sources of Evidence:* Pre-Conference	School Psychologist: Lacks knowledge about the collection and use school-wide data Lacks knowledge about the collection and use of progress monitoring data, and/or Lacks knowledge about data-based problem-solving practices ☐	School Psychologist has: Minimal knowledge about the collection and use of school wide data Minimal knowledge about the collection and use of progress monitoring data, and/or Minimal knowledge about data-based problem-solving practices Involved in continued professional growth and learning regarding progress monitoring and data based decision making practices ☐	School Psychologist has: Effective knowledge about the collection and use of school wide data Effective knowledge about the collection and use of progress monitoring data, and/or Effective knowledge about data-based problem-solving practices Example activities include: Supports use of assessments for universal screening and/or benchmarking and progress monitoring, summarizes or interprets universal screening and/or benchmarking and progress monitoring data Applies data to curricular decisions and/or instructional practices ☐	School Psychologist fulfills the criteria of the Skilled level and additionally: Serves as a member of student level teams (e.g. intervention team, problem solving team, etc.); Conducts evaluation/integrity check of intervention practices/programs to ensure effectiveness and to guide Improvements; Collects or interprets diagnostic data to assist in intervention selection; and/or Assists with the development and/or delivery of staff professional development to support intervention practices ☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	**DOMAIN 2 (Indicator 2.1: Contributes to Intervention practices for academic, social-emotional, and behavioral domains.)**	School Psychologist: Lacks knowledge about intervention strategies and practices Fails to take advantage of opportunities to engage in continued professional growth and learning. ☐	School Psychologist is: Responsive to opportunities to contribute to intervention practices but contributions are insufficient to meet expectations of role/ school(s), and is Involved in continued professional growth and learning regarding intervention practices ☐	School Psychologist: Contributes to intervention practices in a manner that meets the expectations of the role/school(s) Example activities may include: Researches and helps select intervention strategies and approaches for school(s) Helps develop intervention plans for individual students or small groups of students Applies progress monitoring data to intervention practices and decisions about need for additional services/supports Assists staff in learning and implementing new intervention strategies, approaches, or programs Assists in the collection of information about implementation integrity Contributes to the developing practices in the area of intervention practices ☐	School Psychologist fulfills the criteria for Skilled level and additionally: Serves as a member of student level teams (e.g. intervention team, problem solving team, etc.) Supports evaluation of intervention practices and programs to ensure effectiveness and guide continuous improvements, and/or Assists with the development and/or delivery of staff professional development to support intervention practices. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

DOMAIN 2: INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC, SOCIAL, AND LIFE SKILLS	**DOMAIN 2 (Indicator 2.2: Utilizes information about student background and characteristics to inform decisions related to instruction, intervention and service delivery. Advocates for student success.)**	School Psychologist: Lacks an understanding and/or fails to take advantage of opportunities to engage in continued professional growth and learning regarding the influence of factors such as culture, linguistics, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior Demonstrates limited commitment to the growth and learning of students, and/or Accepts student failure and lack of growth and doesn't advocate for a change in instruction or services ☐	School Psychologist: Involved in continued professional growth regarding student diversity, culture, linguistics, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior Demonstrates limited application of this knowledge to decision making related to instruction and service delivery Demonstrates a concern about student failure or lack of progress but doesn't advocate for student needs ☐	School Psychologist Demonstrates an understanding of and sensitivity to the influence of factors such as culture, linguistics, socioeconomic status, gender, national origin, religion, disability, health status on student learning and behavior Demonstrates a concern for student learning and outcomes by advocating for a change in instruction or services when needed Advocates in a respectful and effective manner ☐	School Psychologist fulfills the criteria for Skilled level and additionally: Assists with development and/or delivery of staff professional development on student diversity Provides mentoring and coaching to colleagues regarding issues of diversity, advocacy and student learning Applies knowledge to assist students, schools and/or community, for example, addresses issues of disproportionality in special education identification or suspension/expulsion data; and/or Seeks systems level changes that will benefit all students and families ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

DOMAIN 3: CONSULTATION AND COLLABORATION					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CONSULTATION AND COLLABORATION	**DOMAIN 3 (Engages in consultation and collaboration with school staff, parents, families, community agencies and providers.)**	School Psychologist: Lacks knowledge and skills about effective consultation strategies and practices, and/or Fails to take advantage of opportunities to engage in continued professional growth and learning ☐	School Psychologist is: Involved in continued professional growth regarding consultation and collaboration strategies However, individual's practices demonstrate limited application of knowledge and skills to expected roles and responsibilities Individual's practices do not meet expected roles and responsibilities ☐	School Psychologist: Effectively engages in consultation and collaboration with school staff, parents and families Example activities include: Assists teachers, parents and families with identifying concerns to target through intervention Supports team/teachers and families with implementation of interventions through modeling, coaching, providing feedback or training Works with others as part of a team and/or utilities skills/strategies for facilitating and conflict resolution Clearly explains assessment data/evaluation findings, eligibility, intervention strategies and school procedures related to special education and interventions to families and school staff ☐	School Psychologist fulfills the criteria for Skilled level and additionally: Applies skills effectively in consultation and collaboration with community agencies Assists with the development and/or delivery of staff professional development on collaboration and consultation; and/or Provides mentoring and coaching to colleagues regarding consultation strategies ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

DOMAIN 4: LEADERSHIP					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LEADERSHIP	**DOMAIN 4 (Seeks professional growth and learning opportunities to advance own knowledge and skill; Develops goals; Contributes to School and/or Profession of School Psychology)**	School Psychologist: Does not take advantage of opportunities to engage in professional learning and/or Does not respond to feedback from supervisor(s) regarding the need for professional learning. Rarely participates in activities/committees ☐	School Psychologist: Attends mandatory professional learning events, but does not demonstrate application of knowledge/skill addressed in professional learning events Responds to direct requests for involvement in activities, committees, professional learning events but does not initiate involvement in such activities Identifies areas for growth to develop targeted goals for professional growth ☐	School Psychologist: Responds well and utilizes constructive feedback to identify areas for professional growth; initiates attendance at optional professional learning events; engages in professional reading of current research and practice; demonstrates application of knowledge/skill addressed in attended professional learning events Contributes ideas and expertise to improve the procedures and practices of the school/district Takes Action to meet profession growth goals ☐	School Psychologist fulfills the criteria for Skilled level and additionally: Identifies professional learning needs, shares newly learned knowledge and practices with colleagues and school staff; seeks opportunities to provide professional learning sessions for colleagues and/or school staff Assumes leadership positions in professional organizations or school and district committees Mentors school psychology practicum students and inters; and/or Maintains membership in professional organizations and/or participates in sponsored professional activities ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

DOMAIN 5: CORE PROFESSIONALISM					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CORE PROFESSIONALISM	**DOMAIN 5 (Attendance, Punctuality, Respect, Ethics, Policies, Procedures and Communication.)**	School Psychologist: Demonstrates a pattern of unexcused absences and/or unexcused late arrivals and/or early departures Consistently fails to interact with students, parents, families, community members and colleagues in a respectful manner Demonstrates limited knowledge and/or fails to follow state, school and district policies and procedures Fails to communicate clearly with students and families or collaborate effectively with professional colleagues ☐	School Psychologist Exhibits periodic unexcused absences and/or unexcused late arrivals and/or early departures Periodically fails to interact with students, parents, families, community members and colleagues in a respectful manner Demonstrates an incomplete knowledge and periodically fails to follow state, school and district policies and procedures Uses a variety of strategies to communicate with students and families and collaborate with professional colleagues, but these approaches may not always be appropriate for a particular situation to achieve the intended outcome. ☐	School Psychologist Demonstrates a pattern of good attendance and punctuality Interacts with students, parents, families, community members and colleagues in a respectful manner Demonstrates a working knowledge and follows state, school and district policies and procedures Effectively communicates with students, families and staff Works effectively with colleagues, to examine problems of practice, analyze student work and identify targeted strategies ☐	School Psychologist fulfills the criteria for Skilled level and additionally: Anticipates workload needs and adjusts work schedule to accommodate these needs Actively seeks family and/or community involvement in a respectful manner with awareness of diversity Follows and demonstrates a comprehensive knowledge of state, school and district policies and procedures Provides support or mentoring to colleagues/staff regarding state, school and district policies and procedures; and/or Collaborates with colleagues to improve personal and team practices by facilitating professional development, professional dialogue, peer observation and feedback or peer coaching ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

NAME: Click here to enter text.

Speech and Language Pathologist (SLP) Performance Evaluation Rubric

Directions: The SLP Performance Evaluation Rubric is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the SLP. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the formal observation, the post-conference, as well as informal observations (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, SLPs 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- or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**FOCUS FOR LEARNING (Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The SLP does not have a clear focus for student learning or the objective is too general to guide therapy. The SLP is unable to explain the objective for the therapy session or it is inappropriate for the student (s). ☐	The SLP clearly communicates a focus for the therapy session that is appropriate. The SLP understands the objective(s) for the therapy session and attempts to explain its use as being appropriate for the student(s) ☐	The SLP develops a measurable objective(s) for the therapy session that aligns with IEP goals, ASHA standards, and best practices. The SLP can explain the importance of the objective for the therapy session and its appropriateness for the student(s) ☐	The SLP establishes challenging and measurable objective(s) for the therapy session that align with IEP goals, ASHA standards, and best practices. Objectives reflect a range of student learner needs. The SLP can explain how the objective(s) for the therapy session fit(s) into the broader context for content learning and skills. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	ASSESSMENT DATA (Standard 3: Assessment) *Sources of Evidence:* Pre-Conference	The SLP has little familiarity with or may not be able to explain the tools, strategies and protocols that are used to determine eligibility for speech and language services. The SLP does not administer standardized assessments as outlined in testing protocols ☐	The SLP demonstrates a basic understanding of the tools, strategies and protocols that are utilized to determine eligibility for speech and language. The SLP administers standardized assessments as outlined in testing protocols. ☐	The SLP has a strong understanding of the characteristics, uses and limitations of various tools, strategies and protocols. The SLP is aware of nondiscriminatory and culturally appropriate practices. The SLP consistently and accurately administers standardized assessments according to established test protocols. The SLP may supplement standardized assessments with: • Classroom observations • Teacher or parent interviews; or • Curriculum based/performance based assessments ☐	The SLP purposely analyzes and selects tools, strategies and protocols that are most current and evidence-based and are related to the population(s) served, severity of the disability, and are nondiscriminatory, culturally and linguistically sensitive. The SLP administers standardized assessments adhering to all testing protocols. The SLP may in some case adapt standardized test protocols, as permissible, to reflect student needs (e.g., autistic student ma need to have assessment administered in "chunks" of time). The SLP supplements standardized assessments with: • Classroom observations • Authentic tasks • Curriculum based/performance based assessments • Educationally relevant measures that are aligned with the academic standards of the setting; and • Gathers information to create a communication history ☐
		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**ASSESSMENT DATA (Con't)**	The SLP may score tests inaccurately and/or draw inaccurate conclusions from assessments administered.	The SLP accurately scores most assessments and draws appropriate conclusions from assessments administered.	The SLP accurately scores all standardized assessments according to established protocols and draws accurate conclusions.	The SLP scores all data accurately, analyzes and interprets information correctly from all assessments and sources of data.
		The SLP has great difficulty administering prescribed screening protocols (example, kindergarten screening) and may misinterpret results, drawing inaccurate conclusions.	The SLP administers and scores screening protocols that follow established guidelines to determine student eligibility for speech and language services.	The SLP selects, administers and scores an appropriate screening protocol(s) based on student needs to determine eligibility for speech and language services.	The SLP selects (from a range of screening protocols) an appropriate screening protocol based on student needs; and administers, scores, analyzes and interprets results of the screening to determine student eligibility for speech and language services.
		The SLP is unable to provide the ETR Members (Evaluation Team Report) with information to determine eligibility for speech and language services.	The SLP supplies the ETR Members with a summary of assessment results and recommends services.	The SLP works with the ETR Members to interpret assessment outcomes, presents diagnostic impressions and recommendations for speech and language services.	The SLP assumes a leadership role at the ETR Meeting to determine the level of severity, the impact on learning and eligibility for speech and language services by using assessment outcomes and diagnostic impressions.
		The SLP has difficulty developing an appropriate I.E.P. for students.	The SLP develops an appropriate I.E.P. (long-term goals) working with the I.E.P. team.	The SLP collaborates with the I.E.P. team to create an appropriate I.E.P. that includes curriculum-based interventions and short- and long-term goals for language.	The SLP presents to the I.E.P. team a rigorous I.E.P. that includes curriculum-based interventions; relevant and measurable short- and long-term goals, and measurable benchmarks/objectives related to the goals.
		The SLP does not examine student data to inform I.E.P. language goals.	The SLP reviews student data but may have difficulty in identifying trends and patterns to inform changes to short- and long-term language goals	The SLP uses and reviews student data to inform modifications to short- and long-term language goals.	The SLP routinely exams and analyzes student data to identify trends and patterns in individual and group progress to inform short- and long-term language goals.
		☐	☐	☐	☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**KNOWLEDGE OF STUDENTS (Standard 1: Students)** *Sources of Evidence:* Pre-Conference	The SLP can't articulate research on speech and language development, and/or the developmental characteristics of student age groups. The SLP lacks an understanding of why it is important to become familiar with students' backgrounds and prior learning and does not know how to find this information. The SLP demonstrates little or no knowledge of students' backgrounds, skills, interests, and special needs. ☐	The SLP demonstrates an understanding of how students learn and how students develop and acquire speech and language. The SLP reviews a limited number of records and gathers information about students' backgrounds and prior learning. The SLP demonstrates the importance of understanding students' backgrounds, skills, interests and special needs. ☐	The SLP applies their knowledge of student development (cognitive, physical, social) and how students develop and acquire speech and language to plan for therapy sessions. The SLP examines multiple sources of information about students and uses sources of information about students' backgrounds, prior learning, skills, interests, and special needs to inform plans for therapy. The SLP can articulate and share knowledge about students with administrators and other school personnel. ☐	The SLP regularly analyzes individual student development (cognitive, physical, social) and speech and language development and acquisition to design therapy sessions that appropriately meet the needs of students. The SLP utilizes routine sources and non-routine methods (ex. Interviews with teachers or parents) for gathering information about students' backgrounds, skills, interests, special needs and prior learning to inform therapy. The SLP provides administrators and other school information with important information about students to inform teaching and learning in the regular classroom. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTION AND ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INTERVENTION AND ASSESSMENT	**INTERVENTION PRACTICES (Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Formal and Informal Observation; Personal Reflection; Post Observation Conference	The SLP fails to intentionally convey appropriate objectives for the therapy session, or does not communicate the intended objectives to students.	The SLP intentionally conveys objectives for the therapy session but may not consistently communicate the therapy objectives to students.	The SLP establishes objectives for therapy with varying degrees of rigor and regularly communicates the therapy objectives to students.	The SLP establishes objectives for therapy that are rigorous and are appropriate for the diverse needs, interests, and levels of readiness for all students. Therapy sessions begin with the SLP clearly communicating the therapy objectives to students.
		The SLP is unaware and/or does not use appropriate service delivery models that meet the needs of identified students. The learning activities are poorly aligned to therapy goals.	The SLP utilizes an appropriate service delivery model that engages students. The learning activities demonstrate and align to most of the goals for therapy.	The SLP is able to identify and utilize appropriate service delivery models to meet the needs of most students. Learning activities are clearly aligned to therapy goals and suitable to groups of students.	The SLP selects and uses a wide variety of service delivery models that best meet the needs of all students. A series of learning activities are aligned to therapy goals and differentiated where appropriate to individual student.
		The SLP selects resources that do not align to the service delivery model or are inappropriate for use with students.	The SLP uses a limited number of appropriate resources to support the service delivery model.	The SLP selects and implements materials and resources that are aligned to therapy objectives, are appropriate for students, and actively engage students in learning.	The SLP creates, selects, and adapts materials and resources based on usefulness in representing particular skills and concepts, ability to actively engage students, and for meeting individual students' needs.
		The SLP may have difficulty organizing materials, incorporating academic instruction into intervention and may use inappropriate instructional language. The SLP does not use student intervention time effectively.	The SLP prepares for intervention sessions by: • Selecting and adapting materials; • Using appropriate instructional language; and • Pacing activities to reflect the time available.	The SLP prepares for intervention sessions by: • Organizing, selecting and adapting materials and equipment to meet student needs; • Developing appropriate learning activities that consider student learning styles; • Selecting appropriate student language; and • Ensuring that transitions are efficient and occur smoothly.	The SLP prepares for intervention sessions by: • Incorporating instructional and curriculum-based intervention strategies to achieve communication goals; • Addressing students' unique learning styles; • Using instructional language that is consistent with students' levels of comprehension; and • Providing efficient and effective delivery of services to maximize the time available for student intervention.
		The SLP adheres to the therapy plans, disregarding students' difficulty with tasks and/or student questions.	The SLP attempts to modify the lesson when needed to respond to student questions or inability to perform activities as planned.	The SLP makes adjustments as needed to therapy activities and accommodates student questions and difficulties performing planned activities.	The SLP ensures the success of all students by adapting or replacing planned activities based on student confusion or difficulty/inability
		☐	☐	☐	☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTION AND ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INTERVENTION AND ASSESSMENT	**CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment** *Sources of Evidence:* Formal and Informal Observation; Personal Reflection; Post Observation Conference	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records are either nonexistent or in disarray, resulting in errors and confusion.	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records are basic and comply with minimum expectations.	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records comply with school district requirements and are accurate, efficient and effective.	The SLP's system for maintaining both instructional (lesson plans, data sheets) and non-instructional (caseload list and Medicaid billing) records comply with school district requirements and are accurate, efficient and effective. The SLP clearly and objectively documents all activities and correspondence related to children on the caseload accurately and on a timely basis.
		There is little or no evidence of a positive rapport between the SLP and students.	The SLP is fair in the treatment of students and establishes a basic rapport with them.	The SLP has a positive rapport with students and demonstrates respect for, and interest in, all students.	The SLP has a positive rapport with students and demonstrates respect for, and interest in, individual student's experiences, thoughts and opinions.
		The SLP fails to demonstrate respect for students' diverse cultures. The SLP may display bias for certain cultures and/or lack of respect for students' native languages or dialects.	The SLP respects the cultural heritage of groups of students and establishes a basic rapport with them.	The SLP fosters a learning community in which individual differences in students are respected and valued.	The SLP models a non-bias learning environment and challenges disrespectful attitudes by modeling behavior (e.g., ensuring all students are valued and recognized).
		The SLP creates an environment that may be unsafe, or limit students' access to learning.	The SLP creates a safe learning environment that is accessible to most students.	The SLP creates a learning environment that is safe and accessible to all students.	The SLP creates a safe, caring learning environment for all students on their caseload, and collaborates with other staff in the building to create a safe environment for the school.
		☐	☐	☐	☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INTERVENTION AND ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INTERVENTION AND ASSESSEMENT	**DATA COLLECTION (Standard 3: Assessment)** *Sources of Evidence:* Formal and Informal Observations; Teacher Reflection; Post-Observation Conferences	The SLPs rarely collect quantitative data relative to measuring student progress. There is no evidence of a data-management system.	The SLP intermittently collects quantitative data relative to measuring student progress. The SLP attempts to establish processes and procedures to manage student data.	The SLP regularly collects quantitative data and uses the data to measure student progress toward short- and long-term goals. The SLP uses effective data collection systems.	The SLP routinely collects and interprets quantitative data to measure and benchmark student progress toward short-term objectives, and long-term goals. The SLP creates, develops and uses data collection systems to effectively and efficiently manage student data.
		The SLP does not use data to modify student interventions.	The SLP modifies intervention strategies based on data.	The SLP modifies intervention strategies, over time, based on data.	The SLP modifies intervention strategies, in real time, to reflect trends and patterns from assessment results.
		The SLP fails to comply with state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with most state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with all state, federal and local regulatory policies related to educational data of children in schools.	The SLP complies with all state, federal and local regulatory policies related to educational data of children in schools.
		☐	☐	☐	☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

PROFESSIONALISM					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONALISM	**PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)** *Sources of Evidence:* Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; Personal Reflection	COMMUNICATION The SLP does not and/or makes no attempt to communicate clearly with students, parents and colleagues. The SLP does not collaborate effectively with professional colleagues. ETHICS The SLP fails to act in an ethical manner, and/or does not follow district policies or the Ohio Educators Code of Conduct. GOALS The SLP does not/or makes no attempt to demonstrate an ability to self-assess performance and to identify areas for professional development. ☐	COMMUNICATION The SLP communicates with parents, but communication tends to be one way. The SLP communicates clearly with students and other staff both in spoken and written language. ETHICS The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct. GOALS The SLP identifies areas of strength and areas for growth to develop and implement targeted goals for professional growth. ☐	COMMUNICATION The SLP uses effective communication strategies and multiple resources to convey ideas and work with parents cooperatively to support student learning. The SLP uses effective communication (oral and written) to convey instruction to students. ETHICS The SLP meets their ethical and professional responsibilities and adheres to district policies and the Ohio Educators Code of Conduct. GOALS The SLP sets data-based, short- and long-term goals for professional development and takes actions to meet these goals ☐	COMMUNICATION The SLP forms partnerships with parents and communicates proactively (two-way communication) with students, parents and staff to support student learning. The SLP models effective verbal and nonverbal communication techniques to support instruction and learning. ETHICS The SLP meets, internalizes and models for colleagues' professional ethics, district policies and the Ohio Educators Code of Conduct. GOALS The SLP regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Name: Click here to enter text.

Work Study Coordinator Performance Evaluation Rubric

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

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**FOCUS FOR LEARNING (Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The work study coordinator does not demonstrate clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students. ☐	The work study coordinator communicates a focus for student learning, develops learning objectives that are appropriate for students but do not include measurable goals. ☐	The work study coordinator demonstrates a focus for student learning with appropriate learning objectives that include measurable goals for student learning. The work study coordinator demonstrates the importance of the goal and its appropriateness for students. ☐	The work study coordinator establishes challenging and measurable goals for student learning and reflects a range of student learner needs. The teacher demonstrates how the goal(s) fit in to the broader spectrum of students IEP goals as well as career after high school. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	ASSESSMENT DATA (Standard 3: Assessment) *Sources of Evidence:* Pre-Conference	The work study coordinator does not plan for the assessment of student learning or does not analyze student learning data to inform work progress. The work study coordinator has little knowledge of procedure for assessing student performance ☐	The work study coordinator can explain the characteristics and uses of various diagnostic, formative, and summative assessments but does not consistently incorporate this into transition planning for student. The work study coordinator 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 work study coordinator 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 work study coordinator employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional and transition planning. ☐	The work study coordinator plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate assessments in lesson plan. Student learning goals are accurately identified through an analysis of students' data; the work study coordinator uses assessment data to identify student strengths and areas for student growth. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTIONAL PLANNING					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTIONAL PLANNING	**PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)** *Sources of Evidence:* Pre-Conference	The work study coordinator 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 work study coordinator does not make an attempt to plan and sequence instruction and does not include important concepts and process in school and career readiness. ☐	The work study coordinator makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful. The work study coordinator makes an attempt to plan and sequence instruction to include the important concepts and process in school and career readiness, but is not completely successful. ☐	The work study coordinator makes clear and coherent connections with students' prior knowledge and future learning- both explicitly to students and within the lesson. The work study coordinator plans and sequences instruction to include the important concepts and process in school and career readiness. ☐	The work study coordinator uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The work study coordinator makes meaningful and relevant connections between lesson content other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The work study a coordinator plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and career readiness. The work student coordinator accurately explains how the lesson fits within the structure of the discipline. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	KNOWLEDGE OF STUDENTS (Standard 1: Students) *Sources of Evidence:* Analysis of Student Data Pre-Conference	The work study coordinator demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The work study coordinator's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences. ☐	The work study coordinator demonstrates some familiarity with student's background knowledge and experiences and describes one procedure used to obtain this information. The work study coordinator'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 inappropriate and is not tailored to students' specific abilities. ☐	The work study coordinator demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The work study coordinator's instructional plan draws upon an accurate analysis of the students' development, analysis, readiness for learning, preferred learning styles, and backgrounds and prior experiences. ☐	The work study coordinator demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The work study coordinator's analysis of student data (students development, student learning and preferred learning styles, and student background/prior experiences) accurately connects the data to specific instructional strategies and plans. The work study coordinator plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTION and ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)** *Sources of Evidence:* Formal Observation Classroom Walkthroughs/ Informal Observations	The work study coordinator's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The work study coordinator uses language that fails to engage students, is inappropriate to their assigned task, and discourages independent or creative thinking. The work study coordinator fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed. ☐	The work study coordinator 's explanations are accurate and generally clear but the work study coordinator may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The work study coordinator 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. ☐	The work study coordinator's explanations are clear and accurate. The work study coordinator uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The work study coordinator effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning. ☐	The work study coordinator's explanations are clear, coherent, and precise. The work study coordinator uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. The work study coordinator accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The work student coordinator 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	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	The work study coordinator does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate. ☐	The work study coordinator 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 work study coordinator 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 work study coordinator matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The work study coordinator effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	RESOURCES (Standard 2: Content; Standard 4: Instruction) *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students. ☐	The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning. ☐	Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students. ☐	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning. ☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

INSTRUCTION and ASSESSMENT					
		Ineffective	**Developing**	**Skilled**	**Accomplished**
INSTRUCTION AND ASSESSMENT	**ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)** *Sources of Evidence:* Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations	There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectful to students or staff members and may ignore their questions or comments.	The work study coordinator is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses student's questions or comments but does not inquire about their overall well-being.	The work study coordinator 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 work study coordinator has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the work study coordinator 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 work study coordinator 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 work study coordinator transitions between learning activities, but occasionally loses some instructional time in the process.	Transitions are efficient and occur smoothly. There is evident 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 work study coordinator creates a learning environment that allows for little or no communication or engagement with families.	The work study coordinator welcomes communication from families and replies in a timely manner.	The work study coordinator engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.	The work study coordinator engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.
		Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.	A classroom 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 is 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 work study coordinator uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.
		☐	☐	☐	☐
	Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

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

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

Walkthrough Form

Teacher Name: Click here to enter text. Grade/Subject Area: Click here to enter text.

Evaluator Name: Click here to enter text. Date: Click here to enter text.

Time Walkthrough Begins: Click here to enter text. Time Walkthrough Ends: Click here to enter text.

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

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

Evaluator Summary Comments:
Click here to enter text.

Recommendations for Focus of Informal Observations:
Click here to enter text.

A copy of this form will be given to the teacher, and the original will be kept in the building files.

NAME: Click here to enter text.

Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan	☐	☐	☐	☐
Standard 2: Direct Services for Academic, Career and Social/Emotional Development	☐	☐	☐	☐
Standard 3: Indirect Services: Partnerships and Referrals	☐	☐	☐	☐
Standard 4: Evaluation and Data	☐	☐	☐	☐
Standard 5: Leadership and Advocacy	☐	☐	☐	☐
Standard 6: Professional Responsibility, Knowledge and Growth	☐	☐	☐	☐
Metrics of Student Outcomes	☐	☐	☐	☐
Area of reinforcement: Click here to enter text.		*Area of refinement:* Click here to enter text.		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
	☐	☐	☐	☐

☐Check here if Improvement Plan has been recommended.

School Counselor's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

NAME: Click here to enter text.

School Counselor Evaluation Rubric

The ***School Counselor Evaluation Rubric*** is intended to be scored holistically. This means the evaluator will assess which level provides the best *overall* description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor cannot articulate components of a comprehensive school counseling program. The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed. The school counselor identifies no resources to implement the program.	The school counselor articulates all components of a comprehensive school counseling program. The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed. The school counselor identifies resources needed to partially implement the program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation. The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed. The school counselor identifies resources to fully implement the program.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development. The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results. The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
	☐	☐	☐	☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals. The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources. The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals. The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources. The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed. The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed. The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed. The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed. The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
	☐	☐	☐	☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development. The school counselor does not coordinate school and community resources to support students and promote their success. The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development. The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success. The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development. The school counselor coordinates school and community resources to support students and promote their success. The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development. The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success. The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
	☐	☐	☐	☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not monitor student performance and progress. The school counselor does not monitor effectiveness of the program.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success. The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success. The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring. The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.
	☐	☐	☐	☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration. The school counselor does not advocate for nor responds to the needs of diverse populations. The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students. The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success. The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members. The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students. The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration. The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members. The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students. The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration. The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members. The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students. The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.
	☐	☐	☐	☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Standard Six: Professional Responsibility, Knowledge and Growth – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies. The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning. The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues. The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues. The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications. The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate. The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
	☐	☐	☐	☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
	☐	☐	☐	☐
Evidence	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Improvement Plan

Written improvement plans are to be developed when a school counselor receives an overall Ineffective rating. In addition, districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

School Counselor Name: Click here to enter text. **Date of Improvement Plan Conference:** Click here to enter text.

School Year: Click here to enter text. **Building:** Click here to enter text.

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

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement
Click here to enter text.	Click here to enter text.	Click here to enter text.

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

Goal(s)	Level of Performance Specifically Describe Successful Improvement Target(s)	Starting Date	Ending Date
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Section 3: Specific Plan of Action

Describe in detail specific plans of action that the school counselor must take to improve his or her performance. Indicate the sources of evidence that the evaluator will use to document completion of the improvement plan.	
Actions to be Taken	Sources of Evidence that Will Be Examined
Click here to enter text.	Click here to enter text.

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.
Click here to enter text.

Date for this Improvement Plan to Be Evaluated: Click here to enter text.

School Counselor's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Improvement Plan: Evaluation of Plan

School Counselor Name: Click here to enter text. **Date of Evaluation:** Click here to enter text.

School Year: Click here to enter text. **Building**: Click here to enter text.

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

☐Improvement demonstrated and professional standards met a satisfactory level of performance.
☐Continue with the Improvement Plan for a specified amount of time. Date: Click here to enter text.
☐Recommend dismissal.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action. Click here to enter text.

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

School Counselor's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

* The level of performance varies depending on school counselor's years of experience.

NAME: Click here to enter text. **DATE:** Click here to enter text.

Self-Assessment Summary Tool

The *Ohio Standards for School Counselors* define expectations for Ohio's school counselors based on what is known about the skills and practices of effective school counselors. The standards can be used as a guide for school counselors as they self-assess their professional effectiveness to identify their strengths and areas for additional professional growth.

One way for school counselors to self-assess is to respond to focused, guiding questions related to effective practices. This self-assessment tool offers both essential questions and statements for response.

The school counselor should consider each of the statements below and choose the response that most accurately represents performance.

Standard One Essential Question(s): Have I engaged in collaborative planning within my school for a comprehensive school counseling program plan?

		Not at all			4 Almost Fully	5 Completely
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	
I take leadership in identifying resources for the school	N/A	1 Never	Rarely	3 Sometimes	4 Frequently	5 Always
The school counseling program aligns with the school's goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Standard Two Essential Question(s): Do I effectively provide direct services to meet the academic, college/career and social/emotional development needs of my students?

Curriculum Development: I possess the knowledge and skills to develop an effective school counseling core curriculum.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
Individual Student Planning: I work directly with students to support their academic progress and goals.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to develop their college and career-related knowledge, skills and pathways.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to support their social/emotional development, skills and mindsets.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Responsive Services: I develop appropriate interventions for students as needed.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Three Essential Question(s): Do I effectively make connections, build partnerships, consult and seek solutions, and provide referrals to meet my students' academic, career/college and social/emotional development needs?

I partner with school personnel and parents/guardians to achieve common goals for student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Four Essential Question(s): Do I use data to plan, implement and continually improve my practice?

I monitor the effectiveness of the school counseling program.	0 N/A	1 Never		3 Sometimes	4 Frequently	

Standard Five Essential Question(s): Do I effectively advocate on behalf of students and the role of the school counseling program in creating a positive environment and meeting the needs of the whole child?

	0 N/A	1 Not at all				

I advocate on behalf of students.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I advocate for my profession and the role that school counselors play in fostering student success and well-being.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Six Essential Question(s): Do I demonstrate professionalism, model ethics and seek continuous professional learning?

I seek ongoing, relevant and high-quality professional learning and growth.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I adhere to ethical standards and legal and professional codes.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate professionalism in my field	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Informal Observation/Walkthrough: Open-Ended Form

School Counselor Name: Click here to enter text. **Activity Observed:** Click here to enter text. **Date:** Click here to enter text.

Evaluator Name: Click here to enter text.

Time Informal Observation Begins: Click here to enter text. **Time Informal Observation Ends:** Click here to enter text.

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS
Click here to enter text.	Click here to enter text.
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	

Evaluator Summary Comments:
Click here to enter text.

Evaluator Signature _____ ☐ **Photocopy to School Counselor**

CITIZEN'S REQUEST FOR RECONSIDERATION OF EDUCATIONAL MATERIALS

TITLE _____ ☐ Book

AUTHOR _____ ☐ Periodical

PUBLISHER/PRODUCER _____ ☐ Non-Print Material

REQUEST INITIATED BY _____ _____ Telephone

ADDRESS_____
Street City State Zip

☐ I represent myself.

☐ I represent a group or organization. Please identify_____

* *

1. What is it about the work that you object to? Please be specific and identify pages, chapter, etc.

_____

_____

_____

2. For what age group do you feel this work is particularly objectionable?

_____

_____

3. For what age group, if any, do you feel this work has value and why?

_____

_____

4. What value do you see in this work?

_____

_____

5. Have you had an opportunity to read, view, or listen to the entire work? ☐
Did this exposure reduce, increase, or make no change in your reaction to the objectionable part?

_____

_____

_____

Citizen's Request for Reconsideration of Educational Materials

6. What effect do you feel reading, viewing, or listening to this work would be upon the person(s) involved?

_____

_____

7. Do you feel the effect would be different on other age-level students? Explain.

_____

_____

8. Have you had an opportunity to talk with the teacher about the purpose for using this work and how do you feel about the reasons given?

_____

_____

9. Have you had an opportunity to talk to anyone else about the work? What have been their reactions?

_____

_____

10. Have you had an opportunity to read or hear about how recognized critics have evaluated this work? If so, what is your reaction?

_____

_____

11. Please check the choice you would prefer the school handle this work.
_____ Not assign it or recommend it to my child
_____ Withdraw it from all students.
_____ Send it back to the instructional materials committee for re-evaluation.

12. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or a set of values?

_____

_____

13. Please make any other suggestions or state any other concerns.

_____

_____

NAME _____SIGNATURE _____
(Please print)

DATE _____

FAIRFIELD CITY SCHOOL DISTRICT

TEACHER ASSIGNMENT FOR NEXT YEAR

NAME_____

BUILDING_____

GRADE LEVEL/SUBJECT/POSITION_____

AREA/COURSES _____
(Grades 6-12 only)

Principal's Comments_____

_____

_____

_____

_____

_____
Superintendent/Principal/Supervisor

_____
Date

At the request of the teacher, a time will be arranged to discuss this proposed assignment. Any change in the assignment listed above will be made only after consultation with the teacher.

Dr. _____
(Street Address)
City, State, Zip)

Re: (Employee Name)
(Job Title) at Fairfield _____ School
Fairfield City School District, Fairfield, OH

Dear Dr. _____:

I am the Superintendent (or designee) of the Fairfield City School District of Fairfield, Ohio. (Employee Name) is employed as a _____ in our school district at the Fairfield _____ School for grades _____ through _____. The specific assignment of (Employee Name) is _____. The negotiated labor agreement under which (Employee Name) is employed contains a provision that allows me to refer him/her for a physical and/or psychological examination in the event that information comes to my attention that he/she may have a physical or psychological condition which pertains to his/her ability to perform his/her teaching duties or may cause him/her to be a danger to himself/herself or others. I am referring (Employee Name) to you for a physical (Psychological) examination pursuant to that provision of the labor agreement. For your information in conducting your examination and preparing your report, the specific information which has come to my attention regarding (Employee Name) is as follows:

The labor agreement provides that the results of your examination as to the competence of (Employee Name) to perform his/her duties and/or whether he/she presents a danger to himself/herself or others should be furnished to me. (Employee Name) has also provided herein below his/her written consent to the release of your examination report. If applicable, please include in your report the dates that (Employee Name) was not or will not be competent to perform his/her duties and/or presented or will present a danger to himself/herself or others. Also, if possible, please provide a date on which (Employee Name) would be able to return to duty. Please call me at 829-6300 if you have questions. This matter is of great importance to the parties and we would request your cooperation in issuing your report as soon as possible. Thank you for your assistance in this matter.

Sincerely,

_____
Superintendent or Designee
Fairfield City School District

CONSENT TO RELEASE OF EXAMINATION REPORT

The undersigned (Employee Name) hereby consents to the release of the examination report requested above to the Superintendent or designee of the Fairfield City School District.

_____ _____
(Date) (Employee Name)

FAIRFIELD CLASSROOM TEACHERS ASSOCIATION

SICK LEAVE BANK AUTHORIZATION

Date _____

I, _____, authorize the Treasurer to withdraw one day of my
(printed name)
sick leave days and credit it to the Voluntary Sick Leave Bank in my name.

Furthermore:

In consideration of the benefits of participating in the Bank, each applicant for membership in the Bank and for benefits from the Bank shall, as a condition to such application, agree in writing substantially as follows:

"I specifically acknowledge and agree that the granting of days from the Voluntary Sick Leave Bank shall be at the sole discretion of the Sick Bank Committee or, in the event of an appeal, the Appeal Board, and that all decisions of the Sick Bank Committee or the Appeal Board will be final and binding and not subject to grievance. I further agree to abide by such decision and to defend, indemnify and hold harmless the Fairfield City School District Board of Education, the Fairfield Classroom Teachers Association, the Sick Bank Committee, the Appeal Board, and all of their employees and agents for any loss that may be sustained as a result of any claim or legal proceedings I may bring against any of them with respect to a decision made by any of them concerning this application."

_____
Member's Signature

_____
School/Assignment

Submit two (2) copies of this authorization form to the Sick Bank Committee Chairperson.

FAIRFIELD CLASSROOM TEACHERS ASSOCIATION

SICK LEAVE BANK
APPLICATION FOR USE

_____
Date

Name _____

School/Assignment _____

Home Address _____ Phone _____

_____

1. Date of last full day at work prior to illness _____

2. Check the applicable line regarding the member's return to work:

☐ Projected date of return: _____
(full time) (part time)

☐ Member is unable to return due to: _____

_____

3. Days requested _____

Nature of illness _____

_____

_____

A medical statement from a licensed physician must accompany this application. Said statement must be dated and signed by the physician; must explain the cause of the extended illness/disability; verification of work days missed; date employee is permitted to return to work on a restriction-free basis or statement that employee is unable to return to work.

* * * *

TEACHER/ADMINISTRATIVE LIAISON

LIAISON COMMITTEE CONCERN FORM

Contract Language: Article XII Section 12.01 B.

The Liaison Committee shall be advisory only and is intended to assist the principal and the school staff, through the process of open discussion, to address building needs and concerns. The committee shall assume the responsibility for being knowledgeable about matters which relate to its function. The Liaison Committee shall not deal with issues that either Association members or the principal believes are appropriate matters related to the Master Contract or matters that are of a personal nature. Anonymous concerns will not be addressed.

Member: Please complete the following form so that we can more accurately address your concern. This form is to be seen by the committee only and will not be individually shared with the building principal.

1. What is your building concern?

2. How do you feel it affects the staff or students?

3. What have you done, if anything, to address this concern on your own, prior to bringing this to the attention of the committee?

_____ _____

Signature Date

(Unsigned concerns will not be addressed. We need to know "who" so we can try to help, and get more information if necessary.)

Committee disposition checklist:

_____ building issue -- placed on agenda
_____ building issue -- returned to individual for clarification
_____ non-building issue -- returned to individual with personal explanation

SPECIAL SERVICES
TEACHER/ADMINISTRATIVE LIAISON
Liaison Committee Concern Form

Contract Language: Article XII, Section 12.0102

The Liaison Committee shall be advisory only and is intended to assist the Special Services Administrator and the school staff, through the process of open discussion, to address special services needs and concerns. The committee shall assume the responsibility for being knowledgeable about matters which relate to its function. The Liaison Committee shall not deal with issues that either Association members or the Special Services Administrator believe are appropriate matters related to the Master Contract or matters that are of a personal nature. Anonymous concerns will not be addressed.

Member: Please complete the following form so that we can more accurately address your concern. This form is to be seen by the committee only and will not be individually shared with the Special Services Administrator.

1. What is your special services concern?

2. How do you feel it affects the staff or students?

3. What have you done, if anything, to address this concern on your own, prior to bringing this to the attention of the committee?

_____ _____
Signature Date

(Unsigned concerns will not be addressed. We need to know "who" so we can try to help, and get more information, if necessary.)

Committee disposition checklist:

____ Special Services Issue – placed on agenda
____ Special Services Issue – returned to individual for clarification
____ Non-Special Services Issue – returned to individual with personal explanation
____ Building Issue – returned to individual with suggestion to address concern with the building liaison committee

FAIRFIELD CITY SCHOOL DISTRICT

APPLICATION FOR SABBATICAL LEAVE OF ABSENCE

Name _____ Date Submitted _____

School _____ Date Received _____

I. Date for leave of absence from this school:

From: _____ To: _____

II. Years of actual service in this district: _____

III. Present position on salary schedule:

No of years: _____ Degree and/or Hours: _____
(Semesters or Quarters?)

Salary: _____

Previous sabbaticals, if any: _____
(Time period granted)

IV. Plan for professional growth must accompany this application. Continue on this sheet and attach an additional sheet if necessary.

Signature of applicant: _____

FAIRFIELD CITY SCHOOL DISTRICT

APPROVAL AND ACCEPTANCE OF SABBATICAL LEAVE OF ABSENCE

This is to inform you that your application for sabbatical leave of absence has been approved by the Board of Education. This leave will commence on _____ and conclude on _____.

Please acknowledge acceptance of this approval, subject to all terms and conditions concerning sabbatical leave as stated in the Master Contract between the Board of Education and the Fairfield Classroom Teachers Association including but not limited to the following:

1. The member will resume employment with the Fairfield School District for at least the subsequent academic year, or refund all salary received while on leave to the Board of Education.

2. The member will submit written evidence to the Sabbatical Selection Committee that the Sabbatical Leave plan was followed within sixty (60) days after the conclusion of the leave.

3. The member will receive the difference between their regular base salary and Step 3, Bachelor's Degree, on the Teacher's Salary Schedule, which will be $ _____.

4. The member will immediately notify the Superintendent or designee if, for any reason, he/she is unable to fulfill the sabbatical leave as approved.

Approved:

_____ _____
Superintendent/Designee Date

Accepted and Agreed:

_____ _____
Member's Signature Date

FAIRFIELD CITY SCHOOL DISTRICT
4641 Bach Lane, Fairfield, OH 45014
Teacher's Contract -- Limited

An agreement, entered into between the Board of Education of the Fairfield City School District in Butler County, Ohio, (Board), and _____ (Teacher) executed in accordance with action of the Board of Education taken on the _____ day of _____, 20 _____. The Board of Education hereby employs the Teacher for a period of _____ years, unless this contract is terminated or suspended in accordance with the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association, beginning with the _____ school year to perform the duties of the position as prescribed by the laws of the State of Ohio and by the rules, regulations and job description adopted by the Board of Education and in accordance with the terms and conditions of this agreement and the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association.

IN CONSIDERATION OF and for such services the said Board of Education agrees to pay to the Teacher the annual sum of $ _____ payable in equal installments in accordance with Board Policy and the negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association.

Computed as follows: Training _____
Experience Credit _____
Salary $_____

The Teacher agrees:

1. That the Teacher shall be assigned to such specific positions as may be designated by the Superintendent in accordance with the Teacher's certification.
2. To furnish throughout the term of this contract valid and appropriate certificate(s) to perform the duties of the position.
3. That the salary schedule placement indicated by the above salary amount is a correct placement in view of the Teacher's training and experience and that any claim to a higher placement is hereby waived.
4. That the Teacher has been notified that he/she has duties and obligations under Sections 3307.01 to 3307.72 of the Ohio Revised Code, relating to the State Teachers Retirement System (STRS) and the he/she accepts those responsibilities.

Entered into at Fairfield, Ohio, this _____ day of _____, 20 ____.

BOARD OF EDUCATION OF THE
FAIRFIELD CITY SCHOOL DISTRICT

_____ By _____
Teacher (Signature and Date) President

By_____
Treasurer

(O.R.C. 3319.08, 3319.01, 3319.11)

FAIRFIELD CITY SCHOOL DISTRICT
4641 Bach Lane, Fairfield, OH 45014
Teacher's Contract – Extended Limited

An agreement, entered into between the Board of Education of the Fairfield City School District in Butler County, Ohio, (Board), and _____ (Teacher) executed in accordance with action of the Board of Education taken on the _____ day of _____, 20 _____. The Board of Education hereby employs the Teacher for a period of _____ years, unless this extended limited contract is terminated or suspended in accordance with the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association, beginning with the _____ school year to perform the duties of the position as prescribed by the laws of the State of Ohio and by the rules, regulations and job description adopted by the Board of Education and in accordance with the terms and conditions of this agreement and the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association.

IN CONSIDERATION OF and for such services the said Board of Education agrees to pay to the Teacher the annual sum of $ _____ payable in equal installments in accordance with Board Policy and the negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association.

Computed as follows: Training _____
Experience Credit _____
Salary $_____

The Teacher agrees:

1. That the Teacher shall be assigned to such specific positions as may be designated by the Superintendent in accordance with the Teacher's certification.
2. To furnish throughout the term of this contract valid and appropriate certificate(s) to perform the duties of the position.
3. That the salary schedule placement indicated by the above salary amount is a correct placement in view of the Teacher's training and experience and that any claim to a higher placement is hereby waived.
4. That the Teacher has been notified that he/she has duties and obligations under Sections 3307.01 to 3307.72 of the Ohio Revised Code, relating to the State Teachers Retirement System (STRS) and the he/she accepts those responsibilities.

Entered into at Fairfield, Ohio, this _____ day of _____, 20 ____.

BOARD OF EDUCATION OF THE
FAIRFIELD CITY SCHOOL DISTRICT

_____
Teacher (Signature and Date)

By _____
President

By_____
Treasurer

(O.R.C. 3319.08, 3319.01, 3319.11)

FAIRFIELD CITY SCHOOL DISTRICT
4641 Bach Lane, Fairfield, OH 45014
Teacher's Contract -- Continuing

An agreement, entered into between the Board of Education of the Fairfield City School District in Butler County, Ohio, (Board), and _____ (Teacher) executed in accordance with action of the Board of Education taken on the _____ day of _____, 20 _____. The Board of Education hereby employs the Teacher to perform the duties of the position as prescribed by the laws of the State of Ohio and by the rules, regulations and job description adopted by the Board of Education and in accordance with the terms and conditions of this agreement and the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association.

This contract shall remain in effect until the Teacher resigns or elects to retire or until it is terminated or suspended in accordance with the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association.

IN CONSIDERATION OF and for such services the said Board of Education agrees to pay to the Teacher the annual sum of $ _____ payable in equal installments in accordance with Board Policy and the negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association.

Computed as follows: Training _____
Experience Credit _____
Salary $_____

The Teacher agrees:

1. That the Teacher shall be assigned to such specific positions as may be designated by the Superintendent in accordance with the Teacher's certification.
2. To furnish throughout the term of this contract valid and appropriate certificate(s) to perform the duties of the position.
3. That the salary schedule placement indicated by the above salary amount is a correct placement in view of the Teacher's training and experience and that any claim to a higher placement is hereby waived.
4. That the Teacher has been notified that he/she has duties and obligations under Sections 3307.01 to 3307.72 of the Ohio Revised Code, relating to the State Teachers Retirement System (STRS) and the he/she accepts those responsibilities.

Entered into at Fairfield, Ohio, this _____ day of _____, 20 ____.

BOARD OF EDUCATION OF THE
FAIRFIELD CITY SCHOOL DISTRICT

_____
Teacher (Signature and Date)

By _____
President

By_____
Treasurer

(O.R.C. 3319.08, 3319.11)

FAIRFIELD CITY SCHOOL DISTRICT
4641 Bach Lane, Fairfield, OH 45014

Limited Supplemental Contract

This is an agreement between the Board of Education of the Fairfield City School District (Board) and _____ (Employee) executed in accordance with action of the Board of Education taken on the _____ day of _____, 20 _____.

The Board hereby employs the Employee for the period of _____. The duties to be performed by the Employee during this contract period, which shall be in addition to the Employee's regular teaching duties, if any, are as follows:

_____
_____
_____

The Employee shall perform the above duties as prescribed by the laws of the State of Ohio and by the rules, regulations, and job description adopted by the Board and shall furnish throughout the term of this contract valid and appropriate certificate(s) to perform the specified duties.

The Board agrees to pay the Employee the sum/rate of $_____ for performance of this limited supplemental contract. Compensation is to be paid as follows:

_____

The Employee further agrees that this limited supplemental contract shall expire automatically at the end of its term and that any right to evaluation, statement of circumstances, or notice of nonrenewal IS HEREBY WAIVED AND RELINQUISHED. The Employee VOLUNTARILY WAIVES AND FULLY RELEASES any claim to be paid in accordance with the adopted salary schedule for regular teachers for the performance of duties under this contract.

If this contract involves placement on the Extracurricular or other index of the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association, the Employee agrees that the above sum or rate of compensation is a correct placement on said index in view of the Employee's training and experience and that any claim to a higher placement is HEREBY WAIVED.

Entered into at Fairfield, Ohio, this _____ day of _____, 20 ____.

BOARD OF EDUCATION OF THE
FAIRFIELD CITY SCHOOL DISTRICT

By _____
President

By _____
Treasurer

_____
Employee (Signature and Date)

(O.R.C. 3319.08)

FAIRFIELD CITY SCHOOL DISTRICT
4641 Bach Lane, Fairfield, OH 45014
Intern School Psychologist Contract – Limited

This is an agreement between the Board of Education of the Fairfield City School District (Board) and _____ (Employee) executed in accordance with action of the Board of Education taken on the ____ day of _____, 20___.

The Board hereby employs the Employee for the period of _____. The duties to be performed by the Employee during this contract period as specified in the attached "Intern School Psychologist Job Description."

The Employee shall perform the above duties as prescribed by the laws of the State of Ohio and by the rules, regulations, and job description adopted by the Board of Education and in accordance with the terms and conditions of this agreement and the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association, except as noted herein.

In consideration of and for such services the said Board of Education agrees to pay to the Employee the annual sum of $_____ payable in equal installments in accordance with Board policy and negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association except that the Employee shall be placed on the state minimum salary schedule for teachers (ORC 3317.13).

Computed as follows: Training _____
Experience Credit _____
Salary _____

The Employee shall be eligible for health insurance, dental insurance, life insurance, STRS pick-up, and Professional Employee Assistance Program as defined in Article VII, Sections 7.01 through 7.05, 7.07, and 7.09 of the negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association. The Employee shall accumulate sick leave and shall be eligible for leaves of absence as defined in Article IX except for Section 9.12 of the negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association.

The Employee agrees:

1. To furnish throughout the term of this contract valid and appropriate certificate(s)/license(s) to perform the specified duties.
2. That the salary schedule placement indicated by the above salary amount is a correct placement in view of the Employee's training and experience and that any claim to a higher placement is hereby waived.
3. That the Employee has been notified that he/she has duties and obligations under Sections 3307.01 to 3307.72 of the Ohio Revised Code, relating to the State Teachers Retirement System (STRS) and that he/she accepts those responsibilities.

The Employee further agrees that this limited contract shall expire automatically at the end of its term and that any right to evaluation, statement of circumstances, or notice of nonrenewal IS HEREBY WAIVED AND RELINQUISHED. The Employee VOLUNTARILY WAIVES AND FULLY RELEASES any claim to be paid in accordance with the adopted salary schedule for regular teachers and/or school psychologists for the performance of duties under this contract.

Entered into at Fairfield, Ohio this _____ day of _____, 20 ___.

BOARD OF EDUCATION OF THE
FAIRFIELD CITY SCHOOL DISTRICT

_____
Employee (Signature and Date)

By _____
President

By _____
Treasurer

FAIRFIELD CITY SCHOOL DISTRICT
4641 Bach Lane, Fairfield, OH 45014
Registered Nurse's Contract – Limited

An agreement, entered into between the Board of Education of the Fairfield City School District in Butler County, Ohio (Board), and _____ (Registered Nurse) executed in accordance with action of the Board of Education taken on the ____ day of _____. The Board of Education hereby employs the Registered Nurse for a period of ____ year, unless this contract is terminated or suspended in accordance with the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association, beginning with the _____ school year to perform the duties of the position as prescribed by the laws of the State of Ohio and by the rules, regulations and job description adopted by the Board of Education and in accordance with the terms and conditions of this agreement and the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association.

IN CONSIDERATION OF and for such services the said Board of Education agrees to pay to the Registered Nurse the annual sum of $_____ payable in equal installments in accordance with Board Policy and the negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association.

Computed as follows: Experience Credit _____
Salary $_____

The Registered Nurse agrees:

1. That the Registered Nurse shall be assigned to such specific positions as may be designated by the Superintendent in accordance with the Registered Nurse License.
2. To furnish throughout the term of this contract valid and appropriate License to perform the duties of this position.
3. That the salary schedule placement indicated by the above salary amount is a correct placement in view of the Registered Nurse's training and experience and that any claim to a higher placement is hereby waived.
4. That the Registered Nurse has been notified that he/she has duties and obligations under Sections 3309.01 to 3309.99 of the Ohio Revised Code, relating to the School Employees Retirement System (SERS) and that he/she accepts those responsibilities.

Entered into at Fairfield, Ohio, this _____ day of _____, 20_____.

BOARD OF EDUCATION OF THE
FAIRFIELD CITY SCHOOL DISTRICT

By _____
President

_____
Registered Nurse (Signature and Date)

By _____
Treasurer

FAIRFIELD CITY SCHOOL DISTRICT
4641 Bach Lane, Fairfield, OH 45014
Registered Nurse's Contract – Continuing

An agreement, entered into between the Board of Education of the Fairfield City School District in Butler County, Ohio (Board), and _____ (Registered Nurse) executed in accordance with action of the Board of Education taken on the ____ day of _____, 20___. The Board of Education hereby employs the Registered Nurse to perform the duties of the position as prescribed by the laws of the State of Ohio and by the rules, regulations and job description adopted by the Board of Education and in accordance with the terms and conditions of this agreement and the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association.

This contract shall remain in effect until the Registered Nurse resigns or elects to retire or until it is terminated or suspended in accordance with the negotiated agreement between the Board and the Fairfield Classroom Teachers' Association.

IN CONSIDERATION OF and for such services the said Board of Education agrees to pay to the Registered Nurse the annual sum of $_____ payable in equal installments in accordance with Board Policy and the negotiated agreement between the Fairfield Board of Education and the Fairfield Classroom Teachers' Association.

Computed as follows: Experience Credit _____
Salary $_____

The Registered Nurse agrees:

1. That the Registered Nurse shall be assigned to such specific positions as may be designated by the Superintendent in accordance with the Registered Nurse License.
2. To furnish throughout the term of this contract valid and appropriate License to perform the duties of this position.
3. That the salary schedule placement indicated by the above salary amount is a correct placement in view of the Registered Nurse's training and experience and that any claim to a higher placement is hereby waived.
4. That the Registered Nurse has been notified that he/she has duties and obligations under Sections 3307.01 to 3307.72 of the Ohio Revised Code, relating to the State Teachers Retirement System (STRS) and that he/she accepts those responsibilities.

Entered into at Fairfield, Ohio, this _____ day of _____, 20_____.

BOARD OF EDUCATION OF THE
FAIRFIELD CITY SCHOOL DISTRICT

By _____
President

By _____
Treasurer

_____
Registered Nurse (Signature and Date)

FAIRFIELD CITY SCHOOL DISTRICT

POSITIONS WITH EXTENDED SERVICE DAYS

Building	Position	Number of Extended Days per School Year
District Curriculum Specialist		10
District Occupational Therapist		0 – 20 per Director of Special Services' assignment
District Physical Therapist		0 – 20 per Director of Special Services' assignment
District Testing and Data Specialist		10
District Librarian		12
District Work Study Coordinator		15
District Athletic Trainer		25
District Speech Language Pathologist		0 – 20 per Director of Special Services' assignment
Senior High	Guidance Counselor	20
Senior High	Vocational Work & Family Life	10
Senior High/Freshman	Guidance Counselor	18
Freshman	Guidance Counselor	15
Freshman	Vocational Work & Family Life	10
Middle	Guidance Counselor	15
Middle	Guidance Counselor	5 per principal's assignment
Elementary	Guidance Counselor	6

POSITIONS WITH EXTENDED SERVICE TIME PER WORKDAY

Building	Position	Number of Extended Service Time per Workday
District	School Psychologist	30 minutes

FAIRFIELD CITY SCHOOL DISTRICT
Committee Payment Agreement

Contract Reference: Article VIII, Section 8.0202

Member: Please review the contract reference listed above. In addition, please note:

1. The payment for your committee work will be included as part of your paycheck. It cannot be issued separately.
2. Payment will be made in one lump sum, with applicable taxes deducted.
3. Work is considered complete and payment authorized when all members of the committee have submitted their work to the Superintendent or designee.

****

Please complete the following:

Name _____

Address _____

_____

Social Security Number _____

Check only as applicable:

Committee member _____

Committee chair _____

Committee recorder_____

****

This contract serves as an agreement between the member and the Fairfield City School District. The member agrees to _____
(describe duties/services)

_____

_____,

and also agrees to abide by and maintain the rules and regulations adopted by the Board of Education concerning such duties/services. In consideration of these duties/services, the district agrees to pay the sum of _____. Retirement, Federal, State, and local taxes will be deducted from this amount.

****

This agreement entered into on _____ (date)

Signed: _____ _____
(Member) (Treasurer)

Account: _____

P.O. # _____ Vendor # _____

FAIRFIELD CITY SCHOOL DISTRICT

APPLICATION FOR UNPAID LEAVE OF ABSENCE
Non-childrearing and Non-medical

Name _____ Date submitted _____

School _____

I. Date for leave of absence from this school:

From: _____ To: _____

II. Plan for professional growth or use of this unpaid leave must accompany this application. This plan should include the value of this leave for both the district, as well as the member. Continue on this sheet and attach an additional sheet if necessary.

III. I attest that I have been provided with the optional State Retirement System Purchase of Service Waiver and have decided to agree to the waiver or not to agree to the waiver.

Signature of applicant: _____

****

OFFICE USE ONLY: Date received _____

_____ Approved ____ Disapproved

Reason _____

_____

_____

Present position on salary schedule:

Number of years _____ Degree and/or hours _____
(semesters or quarters?)

Salary $_____

Previous unpaid leaves of absence, if any _____
(time period granted)

PLEASE SUBMIT APPLICATION TO PERSONNEL OFFICE

FAIRFIELD CITY SCHOOL DISTRICT

OPTIONAL RETIREMENT SYSTEM PURCHASE OF SERVICE WAIVER

The undersigned acknowledges that except as otherwise provided for medical or childrearing purposes, it is discretionary with the Fairfield City School District Board of Education whether or not to grant an unpaid leave of absence.

The undersigned agrees that if such unpaid leave of absence is granted, he or she will not thereafter purchase or attempt to purchase past service credit with the Ohio State Teachers Retirement System (STRS) or with the School Employees Retirement System (SERS) or any other Ohio public retirement system for the period of time covered by the leave of absence.

The undersigned further acknowledges that the promise and agreement to refrain from such purchase of past service credit is an additional inducement to the Board of Education to grant the requested leave of absence and the breach of such promise and agreement is actionable on the part of the Board of Education.

However, the undersigned understands that his or her agreement to this waiver does not guarantee the granting of the requested leave, nor does his or her failure to agree to the waiver guarantee the denial of the requested leave.

I agree to the above waiver:

_____
Signature of Applicant Date

_____
Signature of Witness Date

I do not agree to the above waiver:

_____
Signature of Applicant Date

_____
Signature of Witness Date

PLEASE ATTACH THIS FORM TO THE APPLICATION FOR UNPAID LEAVE (Appendix W)