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NEGOTIATED AGREEMENT

BETWEEN

THE VERMILION LOCAL SCHOOL DISTRICT
BOARD OF EDUCATION

AND

THE VERMILION TEACHERS ASSOCIATION

September 1, 2025 to June 30, 2028

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AGREEMENT BETWEEN
THE VERMILION LOCAL SCHOOL DISTRICT
BOARD OF EDUCATION
AND
THE VERMILION TEACHERS ASSOCIATION

ARTICLE I – TERM OF AGREEMENT

1.01 This Agreement between the Vermilion Local School District Board of Education ("Board") and the Vermilion Teachers Association/OEA/NEA ("Association") sets forth all the terms and provisions relative to salaries, fringe benefits, and other terms and conditions of employment within the scope of collective bargaining on or concerning which the parties intend to bargain or contract during the life of this Agreement. Neither party shall have a duty to bargain on any subject during the life of this Agreement unless required by law. This Agreement sets forth all agreements between the parties and supersedes and renders null and void any and all prior agreements between the parties.

1.02 This Agreement shall become effective on September 1, 2025 upon ratification by the Association and adoption by the Board and shall remain effective until midnight on June 30, 2028. Effective July 1, 2026, a Negotiated Agreement year shall be July 1 through June 30.

ARTICLE II - RECOGNITION

2.01 The Board shall continue to recognize the Association as the exclusive bargaining representative of all full-time and regularly employed part-time certificated/licensed employees, including long-term substitutes, but excluding all administrative, supervisory employees, psychologists, substitutes, and personnel employed under the Auxiliary Services Fund, but including Department Chairpersons and in-school tutors who are certified teachers (hereinafter "members of the bargaining unit").

2.02 As used in this Agreement, "his" includes "her" and "her" includes "his".

ARTICLE III – NEGOTIATIONS PROCEDURE

3.01 Either party may request opening of negotiations by notifying the other party in writing of its desire to do so. Such notification shall occur no earlier than the 1st day of March and no later than the 15th day of March of the year in which this Agreement expires. Notification from the Association shall be served on the Superintendent and notification from the Board shall be addressed to the President of the Association. A party receiving notification shall acknowledge receipt in writing.

3.02 Within fifteen (15) business days after receipt of such notice, an initial meeting shall be held for the purpose of permitting each party to submit in writing all of its proposals. Thereafter neither party shall submit additional items unless agreed to by both parties.

3.03 Until negotiations are concluded, either party may require at each meeting a decision of the date, time and place of a subsequent meeting. Meetings shall be scheduled at reasonable intervals, places, and times to avoid, as nearly as practicable, conflict and interference with school and employment schedules.

3.04 Representation at all negotiation meetings shall be limited to three (3) designated representatives selected by the Board and three (3) designated representatives selected by the Association, unless the parties mutually agree otherwise. Each bargaining team shall have the authority to negotiate on behalf of its party, subject to Board approval and Vermilion Teachers Association (VTA) ratification, as provided by statute. At the initial meeting, each party shall designate its representatives and only those so designated shall attend negotiation meetings, unless the parties otherwise mutually agree. However, each party may have up to two (2) observers present at each meeting.

3.05 The parties agree to furnish, upon written request and in a reasonable time, available information concerning the financial status of the District and such other available information as will assist the parties in the development and evaluation of proposals. Access to available information in such form as it may exist constitutes compliance with this provision, and neither party is obligated to develop data or information not in existence or to rework, redraft, summarize, compute or otherwise develop data or information in other than its existing form.

3.06 Negotiation meetings shall be closed to the news media and the public.

3.07 As tentative agreement is reached on items which are the subject of negotiations, the Agreement shall be reduced to writing and initialed by the designated representatives of each party, but such initialing shall not be construed as final agreement between the representatives until all items have been so initialed and ratified by both parties.

3.08 When tentative agreement has been reached on all items, the Agreement shall be reduced to writing and submitted to the members of the bargaining unit for ratification. The Association's designated representatives shall recommend and urge ratification. Following ratification by the Association, the Agreement shall be submitted to the Board for adoption by resolution at its next regular or special meeting. The Board's designated representatives shall recommend and urge ratification. The adopted Agreement shall be signed by the presidents of the respective parties.

3.09 The negotiations period shall not exceed forty-five (45) calendar days from the date of the initial meeting held pursuant to Section 3.02 of this Article unless extended by mutual agreement. If agreement is not reached within forty-five (45) days, either party may declare a bargaining impasse whereupon the parties shall jointly request the services of a mediator from the Federal Mediation and Conciliation Service or other neutral mediator agreeable

to the parties. Mediation shall constitute the parties' final and exclusive dispute settlement procedure, as more fully explained in Section 3.10 of this Article. The mediation period shall terminate on the expiration date of this Agreement or such subsequent date certain as the parties' negotiating teams may mutually agree upon.

3.10 The negotiating procedure set forth in this Article supersedes and takes precedence over any inconsistent time limits or procedure set forth in Section 4117.14 of the Ohio Revised Code, which statutory time limits and procedure are hereby mutually waived. Mediation, as described in Section 3.09 of this Article, constitutes the parties mutually agreed upon, final, and exclusive dispute settlement procedure and shall operate in lieu of any and all of the settlement procedures set forth in Section 4117.14 of the Ohio Revised Code. This Article does not diminish or preclude the legal right to strike provided that the procedures herein have been followed, mediation has been attempted and failed, the collective bargaining agreement has expired, and the Association has given the Board a ten (10) day prior written notice of an intent to strike with a copy to the State Employment Relations Board.

ARTICLE IV – GRIEVANCE PROCEDURE

4.01 Purpose – The purpose of this grievance procedure is to secure, at the lowest possible level, equitable solutions to grievances. The parties agree that all proceedings shall be kept as confidential as possible.

4.02 Definitions

A. A grievance shall mean a claim by a member(s) of the Bargaining Unit or the Association that there has been a violation, misinterpretation or misapplication of this Agreement.

B. The term "grievant" means a member(s) of the Bargaining Unit, or the Association, who files a grievance.

C. For complaints on matters other than the terms of this Agreement, please refer to the Administrative Procedure and Forms for submitting complaints. (The procedure and forms are available in the administration office in each building.)

4.03 Procedural Steps

Step 1: A grievant shall first schedule a meeting with their principal or other immediate supervisor and attempt to settle their grievance informally.

Step 2: If a grievance is not resolved under the informal procedure, the grievance shall be reduced to writing on the Grievance Form I. (Appendix G-1) The written grievance shall be filed with the principal or other immediate supervisor not later than fifteen (15) days after the date on which the grievant knew or should have known of the

claimed violation, misinterpretation, or misapplication of this Agreement. A copy of the form shall be distributed to the Association Grievance Chairperson. If the written grievance is not filed within the foregoing time limit, the grievance shall be considered waived. The written grievance shall be filed with the principal or other immediate supervisor on Form I and shall contain the following:

A. Name of Grievant
B. Date filed
C. Date(s) alleged grievance occurred
D. Facts upon which the grievance is based
E. Specific provisions of the Agreement alleged to have been violated, misinterpreted, or misapplied
F. The remedy sought
G. Signature of Grievant

Within five (5) days of the receipt of the written grievance, the principal or immediate supervisor shall meet with the grievant in an effort to resolve the grievance. Beginning at this point, and at all following stages of the grievance procedure, the grievant may be accompanied and represented by the Association and/or legal representation of their own choosing. The principal or other immediate supervisor shall indicate in writing to the grievant their disposition of the grievance and the reasons for said disposition within five (5) days of the Step 2 meeting. Copies of the disposition shall be forwarded to the grievant, the Association Grievance Chairperson, and the Superintendent.

Step 3: If the grievant is not satisfied with the disposition of the grievance in Step 2, or if no disposition has been made within the above stated time limitations, the grievant shall notify the Superintendent in writing that the grievance is being appealed to Step 3. Such written notice must be filed on Grievance Form II (Appendix G-2) with the Superintendent within five (5) days from the date the written disposition was made or should have been made under Step 2. A copy of said form shall be forwarded to the Association Grievance Chairperson. If such written notice of appeal is not given within the foregoing time limit, the grievance shall be considered waived.

Within five (5) days of their receipt of such written notice, the Superintendent shall meet with the grievant in an effort to resolve the grievance. The Superintendent shall indicate in writing to the grievant their disposition of the grievance and the reasons for said disposition within five (5) days of the Step 3 meeting. Copies of the disposition shall be forwarded to the grievant and the Association Grievance Chairperson. In the case of grievances filed by the Association, the grievance procedure will commence with this step unless the act or condition causing the grievance occurred at a lower administrative level, in which case the grievance will be filed at that lower administrative level.

Step 4: If the grievant is not satisfied with the disposition of the grievance in Step 3, or if no disposition has been made within the above stated time limitations, the grievant shall notify the Board that the grievance is being appealed to Step 4. Such written notice must be filed on Grievance Form III (Appendix G-3) with the Treasurer of the Board within five (5) days from the date the written disposition was given or should have been given in Step 3. Copies shall be sent to the Association Grievance Chairperson, the Superintendent, and the grievant's immediate supervisor. If such written notice of appeal is not given within the foregoing time limit, the grievance shall be considered waived. On the date of the Board's next regularly scheduled meeting occurring at least ten (10) days after receipt of the notice of appeal, the Board or a committee of the Board consisting of at least three (3) of its members will meet with the grievant and the Superintendent to review said grievance. Unless otherwise mutually agreed, all evidence shall be given by the parties at the initial hearing meeting. The Board or the committee of the Board designated to hear the matter, will indicate its disposition of the grievance in writing to the grievant within five (5) days of the Step 4 meeting. Copies shall be distributed to the Association Grievance Chairperson, the Superintendent and the grievant's immediate supervisor.

Step 5: In the event that the Association is not satisfied with the disposition of the Board on the grievance, or if no written disposition is received by the Association within the above stated time limitations (Step 4), the Association by written notice to the Treasurer of the Board shall have the right to appeal the grievance to an impartial arbitrator. Such notice must be filed with the Treasurer within five (5) days from the date the written disposition was given or should have been given in Step 4. If such notice is not given within the foregoing time limit, the grievance shall be considered waived. The appeal for arbitration of the grievance shall be filed by the Association with the American Arbitration Association within fifteen (15) days. The arbitrator shall be selected in accordance with the Voluntary Rules of the American Arbitration Association, from a panel of nine (9) names furnished to the parties by the American Arbitration Association. Should a mutually agreeable arbitrator not be obtained from the first panel of names submitted, the arbitrator shall be selected from a second panel of nine (9) names furnished to the parties by the American Arbitration Association.

The arbitrator's decision will be in writing and will set forth their findings, reasonings, and conclusions on the issues submitted. The arbitrator will be without power or authority to make any decision which requires the commission of an act prohibited by law. The decision of the arbitrator shall be binding on the parties. The arbitrator shall have no power to alter, add to or detract from the provisions of this Agreement. The cost for the arbitrator's services will be borne equally by the school board and the grievant.

4.04 Time Limitations

A. The time limitations set forth in Steps 1 through 5 of the grievance procedure are maximums. The time limitations may be extended, however, by written mutual agreement of a representative of the Board and of the grievant.

B. If a decision on a grievance is not appealed within the time limits specified in any step of the grievance procedure, the grievance will be deemed settled on the basis of the disposition in the prior step.

C. Failure at any step of the grievance procedure to communicate the disposition of a grievance within the specified time limits shall permit the grievance to proceed to the next step.

D. In the event a grievance is filed after May 15 in any school year, and strict adherence to the time limits may result in hardship to any party, the parties shall make reasonable efforts to process the grievance prior to the end of the school year or as soon thereafter as possible.

E. Except for arbitration proceedings, all meetings or hearings held pursuant to the grievance procedure shall be scheduled so as not to conflict or interfere with the regularly assigned duties of members of the bargaining unit. All parties to the grievance and witnesses shall be granted leave without loss of pay to attend the arbitration proceedings.

F. The term "days" when used in this procedure shall mean days during which school is in session.

4.05 Rights of Parties

A. If the grievant is represented by legal counsel at Steps 2 through 5 of the grievance procedure, the meeting may be postponed for a time not to exceed five (5) days until counsel for the Board may be present.

B. The Chairperson of the Grievance Committee of the Association shall be notified of each meeting in Steps 2 through 5 held to resolve the grievance and shall be given a copy of the disposition of the grievance at each step.

C. The fact that an employee files a grievance shall not be recorded in their personnel file or in any files used in the transfer, assignment or promotion process. No reprisal of any kind shall be taken by or against any participant in the grievance procedure by reason of such participation.

D. Nothing contained in the procedure shall be construed as limiting the individual right of a certificated employee, having a complaint or problem, to discuss the

matter informally with members of the administration through normal channels of communication.

E. The Board and/or its administrators shall provide to the grievant upon written request any information that the grievant reasonably determines is essential to their grievance.

E. The Board and/or its administrators shall provide to the grievant upon written request any information that the grievant reasonably determines is essential to his/her/its grievance.

F. Copies of all grievance forms are available in all schools.

G. The Association shall have the exclusive right to determine whether to proceed to the arbitration step of the procedure.

ARTICLE V – SALARIES AND CO-CURRICULAR

5.01 Explanation of Salary Schedule Headings

A. Bachelors +18 Graduate Hours or 150 Semester Hours – The holder of a Bachelor's Degree who earns an additional 18 semester hours of graduate credit or the holder of a Bachelor's Degree which contains 150 semester hours of credit.

B. Bachelor +30 Graduate Hours – Those who hold a Bachelor's degree and an additional 30 graduate semester hours.

C. Masters – The Masters schedule applies to people who hold a Masters.

D. Master +18 – Those who hold a Masters and an additional 18 graduate semester hours.

E. Masters +30 – Those who hold a Masters and an additional 30 graduate semester hours.

F. Masters +45 – Those who hold a Masters and an additional 45 graduate semester hours.

G. Doctorate – The holder of an earned Doctorate.

H. Service Credit – Credit will be given for:

1. Each year (consisting of at least one hundred twenty [120] days) of teaching experience in an accredited public, private, or parochial school;

2. Each year (consisting of at least eight [8] continuous months) of active military service in the armed forces of the United States.

A teacher new to Vermilion's public schools normally will not receive more than ten (10) years credit for past teaching and military service.

For the purpose of this Article, the term "Masters" includes the M.A., M.S., and M.Ed. degrees. The term "Doctorate" includes the Ph.D. and Ed.D. degrees.

5.02 Supplemental Contracts

A. A committee consisting of the Association President, building principal/athletic director, and the Superintendent can make additions, deletions or changes in levels on this schedule and other contractual stipends at any time during the life of this contract. Additionally, this committee will make recommendations to the Board to suspend contracts during the term of each contract if necessary due to participation levels. Supplemental contracts will be suspended within the specific activity/sport by position title in the following order: (1) non-certified personnel, (2) certified personnel who do not hold teaching contracts in Vermilion and (3) teachers employed by Vermilion. In the event of suspension of an activity/sport, pay will be prorated based on days worked.

The committee shall operate on majority rule and their decision shall be binding and not subject to the grievance procedure. The committee shall be convened at the request of any of its members. Any adjustment made to the level of a supplemental position shall take effect the following year. First consideration with respect to remunerative adjustments for the succeeding school year will be given to members of the bargaining unit who file a written request with the Superintendent for consideration by March 15th with a copy to the VTA President.

B. When co-curricular vacancies occur, a Vermilion teacher who is otherwise qualified shall be hired.

C. The number of assistants listed in Appendices I, J and K are established as a possible maximum number, with the determination of the number of assistants to be hired for an activity for a contract year to be determined by the Superintendent, as approved by the Board. Pluralized supplemental positions which do not have a specific number of positions are not restricted to one position.

D. Evaluations of employees holding supplemental contracts.

1. Employees holding supplemental contracts shall be evaluated using the evaluation form accessible on the District's website, to be created and/or modified as necessary by the Supplemental Review Committee.

2. The employee and the employee's supervisor will complete the evaluation form, and they will schedule a meeting to discuss the evaluation within ten (10) workdays of the employee's submission of the Supplemental Completion Form to the supervisor.

3. Head coaches and advisors may evaluate assistants so long as both are not bargaining unit members. Under no circumstances will a bargaining unit member evaluate another bargaining unit member.

4. For those supplemental activities which are expected to be completed after the end of the school year, the employee must submit the Supplemental Completion Form by May 15 so that the evaluation may be completed by the last teacher workday of the school year.

5. A supervisor's recommendation to not rehire a bargaining unit member, as indicated on the evaluation form, for a supplemental contract means the bargaining unit member is not qualified for the following semester and/or school year, as applicable.

E. All Supplemental contracts shall automatically expire at the end of the school year. No action by the Board nor notice to the employee shall be required to cause this expiration.

F. The provisions of this Section supersede any contrary provisions of law.

5.03 A. Appendix I, 2025-2026 Salary Schedule – 3.00% on Base
B. Appendix I, Extended Time and Additional Service
C. Appendix I, Co-Curricular and Additional Duties
D. Appendix I, Athletic Responsibilities

5.04 A. Appendix J, 2026-2027 Salary Schedule – 3.00% on Base
B. Appendix J, Extended Time and Additional Service
C. Appendix J, Co-Curricular and Additional Duties
D. Appendix J, Athletic Responsibilities

5.05 A. Appendix K, 2027-2028 Salary Schedule – Wage Reopener after March 1, 2027, pursuant to negotiations procedures in Article III
B. Appendix K, Extended Time and Additional Service
C. Appendix K, Co-Curricular and Additional Duties
D. Appendix K, Athletic Responsibilities

5.06 Appendix L, Schedules C & D – Duty Classification and Schedule E – Co-Curricular Index

5.07 Advancing on Pay Scale at Mid-Year

Those who cannot provide transcripts of credits for advancement in salary schedule by September 15 or who complete academic work prior to beginning of the second semester and submit transcripts of credit by January 15, will be placed on the appropriate salary schedule column for which such credits qualify them, beginning with the first payroll of the second semester. Pay will be adjusted by calendar days of the contract according to the following procedures:

Annual contract divided by 184 and multiplied by days of the first semester	=	_____ (A)

(A) pay due during first semester

Annual contract (new column) divided by 184 and multiplied by days in second semester	=	_____ (B)

(B) pay due during second semester

(A) plus (B) =	_____	pay due for school year
Subtracting	_____	amount actually paid during periods of first semester
	_____	(C) Amount due for payment during remaining period of 24 annual pay periods
(C) Divided by number of remaining pay periods =		Amount per pay period remaining from beginning of second semester through August

5.08 Extended Service

Should the term of service of any member of the bargaining unit extend beyond the regular school year and not be covered by the preceding sections of this Article, said member will be paid for each day of extended service at the member's current daily rate exclusive of supplementary pay. The number and length of any extended day/time contracts will be determined by the Board on an annual basis with the exception of those specified:

A. High School Counselors may work up to one hundred sixteen and one-quarter (116.25) hours of extended service.

B. Elementary and middle school counselors may work up to seventy-seven and one-half (77.5) hours of extended service.

C. The Technology Coach may work up to seventy-seven and one-half (77.5) hours of extended service.

5.09 Payroll Deductions

A. The Board shall continue to make payroll deductions for Association dues and United Charities as in the past. The Board shall also continue to make payroll deductions (including OEA Fund contributions) as authorized by the Ohio Revised Code at the rate authorized by the participating member per pay. The Board shall make payroll reductions up to the legal limits for those tax sheltered annuities in which at least five (5) members are participating. Employees who are participating in a tax sheltered annuity by reductions with a District-approved vendor may continue reductions for that annuity even if there are fewer than five (5) participants. To participate, the employee will fill out the necessary forms.

B. By not later than October 15 of each school year, the Association shall supply the Treasurer with an alphabetized list of all members of the bargaining unit desiring payroll deductions for Association dues. Such list shall specify for each member of the bargaining unit named thereon the amounts of such deductions. Association dues deducted under this Section shall be deducted over the fifteen (15) consecutive pays succeeding October 31 of the school year.

C. Indemnification

The Association on behalf of itself and the OEA and NEA agrees to hold the Board harmless in any suit, claim or administrative proceeding arising out of or connected with the imposition, determination or collection of dues, to indemnify the Board for any liability imposed on it as a result of any such suit, claim, or administrative proceeding. The Association agrees to indemnify and defend the Board at no cost to the Board. The Association shall reserve the right to designate counsel to represent and defend the employer. The Board agrees to (1) give full and complete cooperation and assistance to the Association and its counsel at all levels of the proceedings, (2) permit the Association or its affiliates to intervene as a party if it so desires, and/or (3) not oppose the Association's or its affiliates' application to file briefs amicus curiae in the action. For purposes of this Section, the term "Board" includes the board of Education of the Vermilion Local School District, its members, the Treasurer, Superintendent and all members of the administrative staff.

D. *(The Fair Share Fee section is null and void as a matter of law based on the Supreme Court decision in Janus v. AFSCME, Council 31, 585 U.S. (2018) and is dormant so long as that decision remains in effect but is preserved and shall be reenacted in this agreement should the law change in future years.)*

Fair Share Fee

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 Vermilion Teachers Association, a fair share fee for the Association's representation of such non-members during the term of this contract. Payroll deduction of such fees shall begin at the second payroll period in January for the next ten (10) consecutive pays of the school year, except that no such fees will be deducted prior to the second paycheck of a new employee. This provision does not apply to any bargaining unit member who was not a member of the Association on June 15, 1990 and was an employee of the Board at that time, so long as said employee does not subsequently become a member of the Association or terminate employment.

Notification of the Amount of Fair Share Fee: Notice of the amount of the annual fair share fee, which shall not be more than 100% of the unified dues of the Association, shall be transmitted by the Association to the Treasurer of the Board 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 together with a description by name of the amount deducted.

Termination of Membership During the Membership Year: The Treasurer of the Board shall, upon notification from the Association that a member has terminated membership, commence the deduction of the fair share fee with respect to the former member, and the amount of the fee yet to be deducted shall be the annual fair share fee less the amount previously paid through payroll deduction.

Procedure for Rebate: The Association represents to the Board that an internal rebate procedure has been established in accordance with Section 4117.09(C) of the Revised Code and that a procedure for challenging the amount of the fair share fee has been established and will be given to each member of the bargaining unit who does not join the Association 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.

Entitlement to Rebate: Upon timely demand, application may be made to the Association for an advance reduction/rebate of the fair share fee pursuant to the internal procedure adopted by the Association.

Indemnification of Employer: The Association on behalf of itself and the OEA and NEA agrees to hold the Board harmless in any suit, claim or administrative proceeding arising out of or connected with the imposition, determination or collection of service fees for dues, to indemnify the Board for any liability imposed on it as a result of any such suit, claim, or administrative proceeding. The Association agrees to indemnify and defend the Board at no cost to the Board. The

Association shall reserve the right to designate counsel to represent and defend the employer. The Board agrees to (1) give full and complete cooperation and assistance to the Association and its counsel at all levels of the proceeding, (2) permit the Association or its affiliates to intervene as a party if it so desires, and/or (3) not oppose the Association's or its affiliates' application to file briefs amicus curiae in the action. For purposes of this Section, the term "Board" includes the Board of Education of the Vermilion Local School District, its members, the Treasurer, Superintendent and all members of the administrative staff.

5.10 Payroll Schedule and Deductions

A. Salary payment shall be made twenty-four (24) pays through electronic deposit as of the 15th and 30th of the month. Changes shall only occur upon the approval of the Board and VTA.

B. One day's pay will be deducted for each day of absence that is not covered by Sick Leave or Personal Leave for reasons other than Sick Leave. The basis for such deductions shall be calculated on the total number of days in the teacher's contract (184).

All bargaining unit members will receive electronic notification of any supplemental contract(s) awarded following Board approval and that they are required to sign the contract at the Treasurer's Office prior to beginning supplemental employment.

5.11 Hourly Project Rate

The hourly project rate is thirty-four dollars ($34.00). The hourly project rate will be used for members teaching summer school.

5.12 Tutors

A. In-school Tutors who are certified teachers ("Tutors") shall be employed and compensated as follows:

1. Contracts

Tutors shall be employed on an hourly, as needed, basis and shall not be eligible for multi-year limited contracts or continuing contracts. A Tutor's limited contract shall be non-renewed automatically without reason or notice at the end of each Tutor's contract period.

2. Compensation

a. Tutors shall receive an hourly rate based upon the Tutor's experience on the salary schedule for each hour of student instruction. A Tutor's

experience on the salary schedule for setting their hourly rate shall be advanced in accordance with the current salary schedule on a prorated basis based upon hours worked. The Board will pay the full Board portion of the health and life insurance premium for each Tutor that works full time. Tutors working at least 3-1/2 hours per day shall receive a prorated planning period.

b. Regularly employed teachers of the District shall receive an hourly rate based upon the teacher's experience on the salary schedule for each hour of in-home student instruction with no further pay or benefits being paid for tutoring.

3. Individuals may be hired on a full-time or part-time basis as Tutors. Part-time Tutors may also have concurrent part-time teaching contracts. If so, hours worked as a Tutor will be added to the part-time teaching hours for pay advancement for both future tutoring and future teaching, prorated if the total is less than full-time. Tutoring hours will not be credited for any other purposes except as provided herein and in Exhibit (Grid) attached to this Agreement.

B. The provisions of this Section supersede any contrary provisions of law.

5.13 Retroactive Pay Adjustments

A. The Board shall annually provide each employee with a Salary Notice. Additionally, each employee shall be provided a Salary Notice if their compensation changes during the year. It is the employee's responsibility to review the accuracy of each Salary Notice received, and to immediately report to the Superintendent any errors discovered. Any claims by current members for retroactive pay resulting from inaccurate placement on the salary schedule shall be limited by the current statute of limitations.

B. The Superintendent will provide all newly hired employees with written instructions on how to determine accurate placement on the salary schedule, accrued sick leave, and years of service with STRS. It is understood that any claims for retroactive pay resulting from inaccurate placement on the salary schedule shall be limited to three (3) years from the first inaccurate salary notice received.

5.14 Employment of Retirees

The Board retains the right to employ Retirees, defined as teachers who have retired from Vermilion Local Schools and are receiving retirement benefits from the State Teacher Retirement System. The Board will make this determination pursuant to Board policy on a case-by-case basis.

A. A Retiree will be employed either at Step 10 of the salary schedule if the Retiree retired with at least thirty (30) years teaching experience or at Step 5 of the appropriate salary schedule if they retired with less than thirty (30) years teaching experience. The Retiree will progress thereafter on the schedule as any other member of the bargaining unit on that Step. No previous experience will be used to determine progression thereafter. The initial salary placement for Retiree will reflect the education level of the Retiree (BA+10, MA, etc.) and will be adjusted when appropriate in accordance with the Collective Bargaining Agreement between the Board and the Association.

A Retiree shall accrue sick leave but shall not be eligible for severance pay upon leaving the employment of the Board.

B. A Retiree shall be granted a one (1) year limited teaching contract which will automatically be non-renewed without further notice at the end of the contract year. Any subsequent contract shall be a one (1) year limited contract, also subject to automatic non-renewal as above, and the Retiree will not be eligible for nor be granted a continuing contract.

No previous service time shall be used to determine seniority for purposes of a reduction in force.

C. All terms, conditions, rights and responsibilities afforded to members of the bargaining unit shall apply to all Retirees unless expressly stated otherwise above. Any term, condition, right and responsibility expressly stated above is intended to apply to all Retirees, regardless of any statutory or contractual provisions on those matters and the provisions set forth in this Section 5.14 specifically are intended by the parties to supersede such statutory and contractual provisions, including, but not limited to, Ohio Revised Code 3317.13.

5.15 Longevity

Members will be paid a non-cumulative, non-retroactive Five Hundred Dollar ($500) longevity payment upon the completion of twenty-one (21) years of continuous service with the District. Thereafter, members will be paid a non-cumulative, non-retroactive Five Hundred Dollar ($500) longevity payment upon the completion of two additional years of continuous service with the District, *i.e.*, upon the completion of twenty-three (23) years of continuous service with the District, then the completion of twenty-five (25) years of continuous service with the District, *etc.*

ARTICLE VI – LIFE INSURANCE

6.01 The Board will fully pay the premium for group term life insurance in the amount of thirty-five thousand dollars ($35,000.00) life and thirty-five thousand dollars ($35,000.00)

accidental death and dismemberment for each full-time member of the bargaining unit. The Board will pay one-half (1/2) the premium for each member of the bargaining unit who works at least half-time but less than full-time.

6.02 Subject to the insurer's limitations, restrictions, or conditions, if any, members of the bargaining unit may purchase additional term life insurance at the group rate.

ARTICLE VII – MEDICAL, DENTAL AND VISION INSURANCE

7.01 Medical Insurance

The Board will maintain a health care program for all District employees through the Lake Erie Regional Council (LERC). The current projected schedule of benefits effective July 1, 2023 is set forth in Appendix M (Premium Plan).

The Board, through the LERC Minimum Value Plan (Appendix N), shall also offer a plan that equals the sixty percent (60%) minimum value as defined by the Affordable Care Act once defined to eligible employees who may otherwise not meet affordability requirements. This plan may also be offered to any employee who elects the coverage as an option to the existing plan.

Employees will contribute fifteen percent (15%) of the cost of the District's monthly health care premium.

The Board will pay one-half (1/2) the premiums for each member of the bargaining unit who works at least half-time but less than full-time.

A. New employees may enroll for health and prescription drug coverages on the effective date of employment by the Board. Current employees may enroll at any time if accepted by the insurer.

B. A member of the bargaining unit who retires or resigns after completion of a school year shall continue to receive the District's health insurance coverage until the effective date of their resignation, for purposes retirement or otherwise.

C. The Board will add Flexible Spending Accounts to the health coverage, contributing three hundred dollars ($300.00) per year to a Flexible Spending Account for each full-time teacher.

D. Eligibility for Board paid health insurance plan:

1. Single or married employees are eligible for a single plan.
2. Married employees may qualify for a family plan, if needed.
3. A single employee may qualify for a family plan if they are the sole support or legal guardian of a child or children.

7.02 Dental Insurance

A. The Board shall provide a group dental insurance plan for full-time members of the bargaining unit and their eligible dependents.

B. The Board shall pay eighty-five percent (85%) for dental coverage for all full-time employees.

C. Eligibility for Board paid dental insurance plan:

1. Single or married employees are eligible for a single plan.
2. Married employees are eligible for family plans, if needed.
3. A single employee may qualify for a family plan if they are the sole support or legal guardian of a child or children.

7.03 Vision Insurance

A. The Board shall provide a group vision insurance plan for full-time members of the bargaining unit and their eligible dependents.

B. The Board shall pay eighty-five percent (85%) for vision coverage for all full-time employees.

C. Eligibility for Board paid vision insurance plan:

1. Single or married employees are eligible for single plan.
2. Married employees are eligible for family plans, if needed.
3. A single employee may qualify for a family plan if they are the sole support or legal guardian of a child or children.

7.04 The Board shall maintain a Cafeteria and/or a Section 125 Plan as permitted by Internal Revenue Code.

7.05 Employees may "opt out" of the health care coverage set forth in 7.01 through 7.03, above, and receive the following monthly stipend in lieu of such health care coverage:

Single Plan: $100.00 per month
Family Plan: $200.00 per month

Employees' spouses and dependents who also work in the District or within a District who is served by LERC will not be eligible for this payment option. Any employee married couple can elect either one (1) family plan or two (2) single plans. Election to "opt out" may ONLY be made in the window period within 60-90 days prior to the insurance renewal date of September for the current school year. Opt out payments will be made through the District's qualified Section 125 Plan.

7.06 Contributions set forth in this Article shall be subject to the provisions of 7.04, above, to the extent allowable by law.

ARTICLE VIII – LEAVES OF ABSENCE

8.01 Family and Medical Leave

A. A member of the bargaining unit who has been employed in the Vermilion Local School District for twelve (12) months, and has worked at least one thousand two hundred fifty (1,250) hours during that period is eligible for leave as provided under the Family and Medical Leave Act of 1993 (FMLA).

B. Leave under the FMLA guarantees paid medical through insurance during the period of the leave. A member of the bargaining unit who applies and is qualified may take up to twelve (12) weeks of FMLA leave in any twelve (12) month period. That twelve (12) month period begins the first day of their leave approved under the FMLA.

C. Leave under the FMLA can be used for birth of a child, adoption/foster care, serious medical condition of the employee or employee's spouse, child or parent. In addition, FMLA applies to any qualifying circumstances arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on active duty (or has been notified of an impending call or order to active duty) in the Armed Force (including the National Guard and Reserve). Military Caregiver Leave shall be granted upon request for the care of a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member for up to twenty-six (26) weeks of unpaid leave per contract year (i.e., July 1 through June 30).

D. Application for leave under FMLA must be made thirty (30) days in advance, except in cases of emergency utilizing appropriate Department of Labor forms available through the Treasurer's office.

E. Applicable paid leave will run simultaneously with qualified FMLA leave.

F. A member of the bargaining unit who, with the approval of the Superintendent, is on unpaid leave outside of the required FMLA leave period, who works the last teacher workday of the school year and is expected to be on paid status by the beginning of the succeeding school year shall continue to receive the District's health insurance coverage during the summer period.

G. Rules governing the eligibility and application of Section 8.01 will be those in the FMLA of the 1993, and subsequent amendments thereto, and the implementing policies adopted by the Board of Education.

8.02 Pregnancy Leave

Pregnancy Leave will be granted in accordance with the following procedures:

A. An employee shall be entitled to Pregnancy Leave whenever the ability to teach is impaired because of pregnancy. The duration of Pregnancy Leave shall be determined by the employee's physician. Such leave shall be charged against accumulated sick leave. It is expected that a pregnant employee will teach for as long as normal attendance and teaching duties can be maintained.

B. Application for pregnancy leave shall be made in writing to the Superintendent. The employee shall file this application as soon as possible after learning of their anticipated delivery date.

C. If the employee elects not to use accumulated sick leave or exhausts accumulated sick leave credit, the employee shall receive Pregnancy Leave without pay or benefits (other than those provided under FMLA) while the ability to teach is impaired because of pregnancy. The employee may, however, continue to participate in the insurance programs accorded other employees by payment of the premium as required by the Board.

D. Upon termination of Pregnancy Leave, the employee, unless Maternity Leave is requested as outlined below, shall be reinstated to the same position with the same contractual status which was held prior to the leave. If that position is no longer available, the employee shall be given a subsequently equivalent position for which valid certification/licensure is held. Such reinstatement normally will coincide with the commencement of a grading period.

8.03 Parental Leave

Parental Leave will be granted in accordance with the following procedures:

A. Prior to electing FMLA leave, five (5) days of sick leave may be used.

B. Immediately subsequent to termination of Pregnancy Leave, if any, the employee shall be entitled upon request to Parental Leave without pay or benefits (other than those provided under FMLA) for the balance of the school year.

C. An employee on Parental Leave may continue to participate in the insurance programs accorded other employees by payment of the premium otherwise payable by the Board at the beginning of each month at the office of the Treasurer.

D. Application for reinstatement may be made by an employee on Parental Leave at any time during the school year, and such employees may be reinstated by mutual agreement providing the substitute is not under a regular teaching contract. In any

event, the employee will be reinstated no later than the beginning of the next succeeding school year.

E. Upon return from Parental Leave, the employee shall be reinstated to the same position held prior to the leave. If that position is no longer available, the employee shall be given a substantially equivalent position for which valid certification/licensure is held. All benefits shall be reinstated upon the employee's return; however, no advancement in increment will be allowed unless the employee taught at least one hundred twenty (120) days of the school year in which leave commenced.

F. An employee on Parental Leave shall advise the Superintendent in writing by not later than April 1 of the school year in which the leave expires of whether they intend to resume service in Vermilion Schools the following school year.

8.04 Leave for Adopting a Child

A member of the bargaining unit who adopts a child shall be entitled to leave in accordance with the Parental Leave provisions stated in Section 8.03 of this Article. This is available when adopting a child or when such leave is a necessary term or condition of the adoption agency involved. The adoptive parent shall notify the Superintendent of the date of adoption immediately after such date has been definitely determined.

8.05 Personal Business Leave

Each member of the bargaining unit shall be entitled to three (3) days noncumulative Personal Business Leave per school year without loss of pay or accumulated sick leave. Request for Personal Business Leave shall be made to the building principal at least three (3) days in advance of the anticipated absence. However, in cases of emergency, requests to the building principal shall be made as far in advance of absence as is practicable in order that proper arrangements for handling the employee's duties may be made. Further, if circumstances make advance requests impossible, the employee shall notify the building principal of the reasons for leave as soon as is practicable and approval by the building principal or the building principal's designee will, when appropriate, be granted after the fact.

Personal Business Leave will not normally be granted on the workday immediately preceding or following a holiday or vacation or on a scheduled parent-teacher conference day, or the first or last school day of the school year, unless approved by the Superintendent.

The aggregate number of employees on Personal Business Leave on any given day shall not exceed three (3) in the building. In the event more than three employees apply for the same day, the employees who first applied for leave shall be granted leave.

A teacher who uses no Personal Business Leave for the entire school year shall receive an additional day of accumulated sick leave. No other Personal Business Leave will accumulate. Alternatively, a teacher may elect at the end of the year to receive one hundred dollars ($100.00) for each unused full day of Personal Business Leave if the Request Form is submitted to the Payroll Office within three (3) business days of the last teacher work day of the year.

The Superintendent has the discretion to approve or deny additional personal business leave and may require additional documentation. After exhausting Personal Business Leave, a member of the bargaining unit may be granted a leave of absence without pay. To be considered for such unpaid leave, the member must apply, in writing, to the Superintendent at least two (2) weeks in advance of the desired departure date. Unpaid leave will normally not be approved for any scheduled workday during the first or last week of the employee's work year or immediately preceding or following a holiday or vacation period. The amount of a contract day's salary for each day of approved unpaid leave will be deducted from the employee's next pay.

8.06 Sick Leave

A. Accrual

1. All employees earn sick leave credit at the rate of 1-1/4 days per month of completed service. Unused sick leave may be accrued to a maximum of two hundred fifty-five (255) days. Sick leave may be used in either half days or full days. Sick leave may be granted in quarter day increments with pre-approval of the building principal.

2. The previously accumulated sick leave of an employee (up to the above maximum) earned in Ohio public employment shall be placed to their credit upon their employment with the District. The employee must obtain verification of accumulated sick leave from the fiscal office of the agency from which it is to be transferred.

3. Part-time employees accumulate sick leave at the same rate as full-time employees. Pay for such days shall be prorated and the number of accrued days shall be adjusted upon movement to full-time employment.

4. At least once per month, the statement of earnings with the regular paycheck shall show the amount of sick leave accumulated at the beginning of that month.

5. Sick leave is not forfeited because of authorized absence without pay, nor is it earned during such absence. A regular or part-time employee who leaves the employment of the Board shall retain their accumulated sick leave unless the employee retires.

6. Employees who have accrued the maximum days of sick leave shall annually earn sick leave at the rate of 1-1/4 days a month up to a maximum of two hundred seventy (270) days. At the beginning of the next school year, employees whose sick leave exceeds the maximum accrual shall have their sick leave returned to the maximum.

B. Personal Illness or Disability

1. The bargaining unit member may use all or any portion of their leave to recover from their own illness or disability, which shall include, in part, all disabilities caused or contributed to by pregnancy, miscarriage, childbirth and recovery. The bargaining unit member may use all or any portion of their leave to attend to illness or disability of their immediate family.

2. For sick leave purposes, "immediate family" is defined as: father, mother, brother, sister, spouse, child, foster child, grandchild, grandparent, uncle, nephew, aunt, niece, brother-in-law, son-in-law, sister-in-law, daughter-in-law, mother-in-law, father-in-law, member of the immediate household.

C. Bereavement

1. The bargaining unit member may use their sick leave to grieve and/or attend the funeral of a member of their immediate family, as defined in 8.06B2. If the deceased is not defined in Article 8.06B2, then personal business leave must be used.

D. Absence Day Reserve Plan

1. To qualify for the Absence Day Reserve Plan, the bargaining unit member must submit a doctor's statement to the Treasurer certifying that the member is unable to work due to serious unforeseen personal or family illness, or serious unforeseen medical complications caused by pregnancy, miscarriage, childbirth and recovery.

2. No bargaining unit member may receive more than an aggregate of thirty (30) donated sick leave days in any one school year. Donation of sick days shall be initiated by a bargaining unit member on a form furnished by the Treasurer (Appendix A). Donated sick leave shall be added to the accumulated sick leave of the absent bargaining unit member and deducted from the donating member.

3. If a bargaining unit member exhausts their sick leave accumulation, another bargaining unit member may voluntarily donate up to six (6) days of their accumulated sick leave to the absent teacher. The absent teacher will be credited with one (1) day for one (1) day donated.

4. Donated sick leave days must be submitted to the Treasurer three (3) work days prior to the need of the absent member. This requirement may be waived at the discretion of the Superintendent. However, any waiver decision by the Superintendent shall not set precedent for future requests for waiver.

5. Donated sick leave may not be used for severance pay and will not carry over from one school year to the next.

8.07 Visitation – Inservice Training

The Superintendent may excuse a teacher upon recommendation of their principal or other District administrator to visit another school system or other classes within the Vermilion School District without loss of pay. The Board will pay the substitute for the day and transportation at current approved mileage when requested to visit by the administration. The visitation will be planned in cooperation with, and scheduled by the principal and teacher. Visits shall be limited to Tuesday, Wednesday, Thursday when possible. Teachers are to submit a brief written report to the Curriculum Director upon their return. (Appendix B)

8.08 Assault Leave

A. Any employee who, without fault, must be absent due to physical disability resulting from an assault on such employee which occurred in the course of Board employment shall be entitled to Assault Leave with pay under the conditions stated hereinafter.

B. Assault Leave shall not be approved unless and until the employee or designee authorized by the employee furnishes the Treasurer with a signed statement on the form prescribed by the Board and maintained by the Treasurer. (Appendix F) This statement shall indicate the nature of the employee's injury, the date of its occurrence, the identity of the alleged assailant(s), if known, the facts surrounding the assault, and the willingness of the employee to participate and cooperate fully with the Board in pursuing legal action against the alleged assailant(s). If medical attention is required, the employee shall supply a certificate from a licensed physician stating the nature and duration of the disability.

C. Assault Leave shall be granted for the period of the employee's physical disability or thirty (30) calendar days, whichever is less. If duration of the physical disability exceeds thirty (30) calendar days, the employee may apply for an extension of Assault Leave which will then be considered and acted upon by the Board. In no event shall Assault Leave exceed the actual duration of physical disability.

D. "Pay," as used in this Section, means the salary or hourly or per diem rate of the employee, whichever is applicable, under the employee's basic contract of employment in effect at the time of the assault exclusive of: (1) any supplemental

contract of employment; and (2) any worker's compensation due the employee by virtue of the employee's physical disability.

E. If the employee receives benefits under the State Teachers Retirement System (Chapter 3307, Ohio Revised Code), or if the employee's employment by the Board ceases for any reason whatsoever, Assault Leave under this Section shall automatically terminate.

F. Falsification of either the signed statement or physician's certificate required under this Section shall constitute grounds for suspension or termination of the employee's employment under Section 3319.16 of the Ohio Revised Code.

G. Assault Leave approved under this Section shall not be charged against the employee's sick leave or any other leave that may be granted under the Board's rules and regulations.

8.09 Reporting of Absences/Leaves

Employees are required to give appropriate notification regarding any absence from work. All absence reporting shall be done through the District's automated reporting system.

8.10 General Unpaid Leave

In accordance with Ohio Revised Code Section 3319.13, upon the written application of a bargaining unit member, the Board may grant a leave of absence for a period of not more than two (2) consecutive school years for educational, professional or other purposes. The Board shall grant such leave where illness or disability is the reason for the request. Insurance coverage shall be maintained by the Board, for eligible teachers on unpaid leave, in accordance with the FMLA.

ARTICLE IX – NOTICE OF RETIREMENT/SEVERANCE PAY

9.01 A member of the bargaining unit who retires shall be paid a lump sum equal to one-third (1/3) of the member's accrued but unused sick leave up to a maximum of one hundred fifty (150) days multiplied by the per diem rate of such member's base salary at retirement. Severance Pay shall be paid only once, shall eliminate all sick leave credit, and shall be paid only upon acceptance and certification by the employee's retirement system that the employee has retired provided such acceptance and certification occur within one (1) year from when the employee leaves the Board's employ.

9.02 A. The service credits determining eligibility for full service retirement shall be those certified by the member's retirement system.

B. Eligibility requirements for full service retirement shall be specified in Section 3307.58 of the Ohio Revised Code (ORC).

C. To exercise this option, the member must provide written notification of their intent to retire at the end of the year to the Superintendent by May 1 of the year in which he/she will retire.

D. Severance pay under this Section shall be paid only once, shall eliminate all sick leave credit, and shall be paid only upon acceptance and certification by the employee's retirement system that the employee has retired, provided such acceptance and certification occur within one (1) year from when the employee leaves the Board's employ.

E. Notwithstanding the provisions set forth in Section 9.01 of this Article, a member of the bargaining unit who elects to retire at the end of the school year during which the member first becomes eligible for full service retirement with unreduced benefits under the conditions defined in "B" above shall be paid a lump sum equal to the member's accrued but unused sick leave up to a maximum of one hundred eighty (180) days multiplied by the per diem rate of such member's base salary at retirement. Severance pay applicable only to those bargaining unit members employed continuously as of September 20, 1999. Later hires subject only to Section 9.01.

1. A member may elect to retire at the end of the school year during which the member first becomes eligible for full service retirement with reduced benefits and still qualify for this benefit.

2. Documentation from the member's retirement system of first-time eligibility with unreduced benefits must be provided to the Treasurer.

3. No payment will be made under 9.02 E until said documentation has been provided.

9.03 Members who are eligible for severance pay under this Article may earn an Incentive for Early Notice of Retirement. To earn the incentive, the member must provide written notification of their intent to retire at the end of the contract year to the Superintendent as follows:

Early Notice by	Retirement Date	Incentive
January 1	End of the current school year (6 mos.)	$500
	End of the following school year (18 mos.)	$1,000

The Incentive will be paid by the second pay following Board action accepting the teacher's retirement as set forth in the early notification to the Superintendent. Once accepted by the Board, the retirement may be revoked only due to the occurrence of a life event, defined as 1) your marriage, 2) your divorce or legal separation, 3) death of your

spouse, 4) termination or substantial reduction of your spouse's employment, or 5) birth or adoption of a dependent. To be effective, the revocation must occur prior to May 1 of the year of retirement and must be accompanied by the return of the full incentive payment.

ARTICLE X – ATTENDANCE AT PROFESSIONAL CONFERENCES

10.01 Any bargaining unit member desiring to attend a professional conference or convention shall submit to the Superintendent a written request to do so on Request for Attendance at a Professional Meeting form. (Appendix B) Said request shall be submitted no later than ten (10) school days prior to the conference or convention and shall state the school days, if any, which the person will miss by attending the conference or convention. The applicant shall provide a written summary as to the professional nature of the conference or convention, an estimate of expenses and the proposed method of travel.

If said request is approved, the Board will indicate which expenses of the following, in addition to regular salary and the cost of a substitute teacher, it will pay:

A. Registration fees.

B. The cost of meals, lodging and incidentals will be reimbursed according to the following schedule:

Meal Reimbursement – Employees are to claim actual meal expenses up to amounts authorized. Breakfast will only be reimbursed after an overnight stay. Breakfast will be reimbursed between the hours 6:00 am to 11:00 am. Lunch will be reimbursed for any all-day conferences. Lunch will be reimbursed between the hours of 11:00 am to 3:00 pm. Dinner will be reimbursed between the hours 3:00 pm to 10:00 pm. Receipts are required for meals and will be reimbursed within the limits set forth below. No meals are to be charged if provided as part of the conference registration fee.

Breakfast	-	$10.00
Lunch	-	$10.00
Dinner	-	$25.00

Lodging Reimbursement – Up to $150.00 per night unless attending a conference attached to the hotel. The conference pricing for hotel will be paid. Receipts are required.

Incidental Expenses – Parking, etc. – Receipts are required.

All employee reimbursements shall be made by ACH.

C. Transportation via the method approved by the Superintendent. If the approved method of transportation is automobile, mileage will be paid at the current IRS

mileage rate using the Board approved standard mileage allowance (Appendix H). Carpooling is encouraged and may be required. In no case shall the transportation cost by automobile exceed the cost of the same trip by train or airplane coach.

D. None of the above that are reimbursed by another group.

E. If an employee is required to attend a professional conference or convention, all costs will be reimbursed.

To be eligible for reimbursement of the above expenses, the person attending the professional conference or convention must submit a statement of all expenses which shall be accompanied by the original receipts for every expense within thirty (30) days of the completion of the conference or convention.

A written summary of the meeting attended may be requested.

10.02 Duly authorized delegates or elected officers shall be permitted to attend meetings of the OEA or NEA or NEOEA without loss of pay. Such approval shall be limited to two (2) days per meeting per semester per delegate or official provided the total number of workdays lost to the District does not exceed eight (8) over the course of a school year. An employee who is elected an officer in OEA, NEA, or NEOEA shall be permitted to attend required sessions without loss of pay with approval limited to ten (10) days per year per employee for a maximum of two (2) employees per year. The OEA, NEA, or NEOEA shall reimburse the District for the cost of substitute(s). Additional days shall be granted under this Section at the discretion of the Superintendent.

ARTICLE XI – JURY DUTY

11.01 A member of the bargaining unit required by law to report for jury duty or who is subpoenaed to appear in a court action arising out of their duties as a District employee shall be compensated at the member's regular rate for each day of such service. Such service will not be charged to any other leave provisions under this Agreement.

ARTICLE XII – COLLEGE CREDIT REIMBURSEMENT

12.01 Subject to the limitations stated below, the Board shall reimburse a teacher for the cost of:

A. Credit courses taken in the teacher's area of certification/licensure, assignment and all other education courses at an accredited college or university;

B. Other credit courses taken, with the prior approval of the Superintendent, which directly relate to performance of the teacher's duties as a teacher in Vermilion.

The Board will appropriate an annual amount of $40,000 for tuition reimbursement. The maximum total payment per teacher per year under this Section, 12.01, shall be fifty percent (50%) of the cost of the courses taken or one thousand five hundred dollars ($1,500), whichever is less. Should requests exceed the annual appropriated amount, reimbursement will be made in a proportional amount (i.e., number of approved requests divided by the full appropriation amount).

12.02 To be eligible for any payments:

A. The teacher must complete the ensuing school year as a teacher for Vermilion.

B. Course work must be scheduled at times that do not interfere with the normal duties of a teacher.

C. Requests for reimbursement must be made BEFORE COURSE COMPLETION on the proper form. (Appendix D)

D. The teacher must present proof of satisfactory completion of the course work. (i.e., a grade of "C" or better, or "Passing" if the course is graded on a Pass/Fail basis under 12.01)

E. The teacher must present satisfactory documentation of all costs on the proper form for which reimbursement is sought. (Appendix D) Reimbursement will be made by October 15th for course work completed in the prior school year provided the teacher has fully complied with all documentation requirements of this Article by September 30th.

F. The teacher must be an active employee of the Board at the time the course work is taken (for example, a teacher on a leave of absence would not qualify).

12.03 The term "cost," as used in this Article, is defined as charges for tuition and required textbooks.

ARTICLE XIII – TEACHER VACANCIES/TRANSFERS

13.01 Definition

A vacancy exists:

1. When the Board determines to fill a position after the retirement, resignation, transfer, reassignment, non-renewal, leaves of absence (except paid leave), death, or termination of an employee; or

2. When a new position is created.

3. When a vacancy occurs after the start of the school year, the Board may fill the vacancy on a temporary basis with a long-term substitute, and then post it as an open position for the following school year.

4. Long Term Substitutes

a. Long-term substitutes are defined as substitute teachers placed in the same assignment for more than sixty (60) days. By the sixty-first (61st) day of employment, all long-term substitutes shall receive a written contract of employment. Long term substitutes may be utilized to fill positions that are open due to approved leaves of absence.

b. The duration of employment of long-term substitutes shall be for the period specified in their contract of employment, and shall automatically expire at the end of that term without action by the Board or further notice to the teacher.

c. Neither the provisions of Article XXIX Reduction in Force, nor the provisions of Section 3319.17, Ohio Revised Code shall apply to long-term substitutes, whose contracts may be suspended at any time without recourse as the needs of the Board so dictate.

d. Neither the provisions of Article XXVI Evaluation nor the provisions of Section 3319.111 or Section 3319.11, Ohio Revised Code shall apply to long-term substitutes, except as may be required under OTES.

e. Long term substitutes will be informed of their status upon employment.

f. Beginning with the sixty-first (61st) day of employment, long-term substitutes shall be placed on the BA-0 step of the salary schedule.

g. If the employment of a long-term substitute extends beyond one year, the long term substitute shall be advanced to the next step of the pay scale, assuming that they worked a minimum of one hundred twenty (120) days of at least three and one-half (3 ½) hours per day in the prior year.

h. To the extent that the provisions of this Article conflict with the Ohio Revised Code, they shall supersede and replace same. Except as otherwise specified above, nothing herein shall be deemed to affect the rights and benefits of long-term substitutes available under this Agreement and law.

13.02 Vacancies will be posted through July 10 for bargaining unit positions and for administrative positions on the District Website for a period of not less than five (5) days prior to filling a vacancy. From July 11 to the beginning of the school year, employees wishing to be considered must indicate their interest in a letter to the superintendent by July 20. The President of the Association shall be sent a copy of all posted positions. The

posting shall include the name of the position, certification/licensure required, deadline for application and the effective starting date. Employees who wish to be considered must have their written requests received in the Superintendent's office during the posting period. An employee may make a prior request to be considered for vacancies occurring in the summer by submitting a written request including position(s) requested, summer address, and summer phone number and email address to the Superintendent's office.

13.03 Internal applicants will be given equal consideration for any opening for which they may be qualified. They will be given the opportunity to interview prior to the Superintendent making their decision. After considering training, experience, compatibility with personnel, certifications/licensure, teaching ability and length of service in the District, all assignments shall be made by the Superintendent as they determine to be in the best interest of the Vermilion Local School District pursuant to Section 3319.01 of the Ohio Revised Code. An applicant who is denied the vacancy shall be granted, upon written request, a meeting with the Superintendent to discuss the reasons for the denial.

13.04 Involuntary Transfer

1. An involuntary transfer shall be made only after first considering volunteers.

2. After considering training, experience, compatibility with personnel, certifications/licensure, teaching ability and the length of service in the District, all transfers shall be made by the Superintendent as they determine to be in the best interest of the Vermilion Local School District pursuant to Section 3319.01 of the Ohio Revised Code.

3. Prior to teacher notification, notice of the involuntary transfers will be given to the VTA President along with the reason(s) for the transfers.

4. Employee(s) shall not be involuntarily transferred without first having an opportunity for a conference with the Superintendent if requested, and being notified in writing at the earliest possible time before the effective date of the transfer.

5. Employees who have been involuntarily transferred shall retain the right to request assignment to open positions as they are posted.

13.05 Any classroom teacher desiring a change in teaching assignment or building transfer for the succeeding school year shall so indicate prior to March 15 in a letter to the superintendent. This form serves as notice of availability but does not replace the procedure in Section 13.02.

13.06 This Article does not apply to supplemental contracts.

ARTICLE XIV – TEACHER WORK DAY

14.01 The classroom teacher's normal workday shall total seven (7) hours and forty-five (45) minutes. Classroom teachers are expected to be available for meetings with students or parents before/after class within the normal workday unless the teacher makes satisfactory alternative arrangements.

An equal amount of release time will be given for parent conferences that occur outside the workday and do not exceed fifteen (15) minutes. Parent conferences that require more than fifteen (15) minutes outside the workday will be compensated at the hourly project rate in increments of quarter hours.

14.02 Conferences for IEP reviews shall follow these procedures.

A. Any IEP conferences for transition students conducted outside of the established time frame for the seven (7) hour and forty-five (45) minute day in each building shall be voluntary for any member of the bargaining unit.

B. In collaboration with building administration, any member of the bargaining unit who elects to participate in an IEP conference outside of the established time frame for the seven (7) hour and forty-five (45) minute day may elect one (1) of the following options:

1. The member may elect to adjust their hours to a seven (7) hour and forty-five (45) minute day with appropriate time allowances for dinner and planning/preparation as specified in the Negotiated Agreement.

2. Article 14.01 applies to the member who elects to work their normal workday and, in addition, participates in the IEP transition conferences beyond that workday.

C. Upon request, intervention specialists shall be granted two (2) professional days each school year to prepare for IEPs and IEP meetings, to be scheduled with the approval of the Administration. All such professional days for this purpose (i.e., preparation of IEPs and IEP meetings) will be completed on campus. Intervention specialists may be required to attend an IEP meeting during their planning time.

14.03 Conferences and meetings with building principals or administrators shall be scheduled as far in advance as practicable. Notwithstanding Section 14.01 of this Article, all members of the bargaining unit shall be expected to attend the annual open house. Classroom teachers shall be excused from meetings or activities which are held beyond the normal workday if the teacher has a previous commitment that cannot be changed nor cancelled without undue hardship, provided the teacher gives notice to the principal or administrator prior to the meeting and provided further that such teachers shall not be required to attend such meetings in excess of one (1) in any one (1) month.

14.04 Each member of the bargaining unit shall receive a duty-free lunch period of not less than thirty (30) consecutive minutes. A member of the bargaining unit may leave the school premises during the scheduled lunch period if the employee receives advance approval from the building principal.

ARTICLE XV – CLASS SIZE

15.01 Consistent with its resources, the Board desires to maintain reasonable class sizes sensitive to the needs of pupils and the concerns of teachers.

15.02 The term inclusion shall mean the placement of children with identified disabilities whose least restrictive environment has been determined to include the regular education classroom. All teachers with inclusion students in their class shall be provided training to assist in addressing the educational needs of such students in a regular classroom environment.

ARTICLE XVI – TEACHER PLANNING PERIODS

16.01 Teachers (PREK-12) shall have two hundred fifty (250) minutes per week with at least thirty (30) consecutive minutes per day within the student day as planning and conference time. The only exception to two hundred fifty (250) minutes per week will be when an adjusted schedule (i.e., early release, assemblies, class parties, two-hour delays and etc.) is needed. However, teachers will receive at least thirty (30) consecutive minutes on those days. Included in the two hundred fifty (250) minutes is the student movement time for which the teacher is responsible.

16.02 The Board will schedule non-teachers to provide supervision of students for the current noon time duties at grades PREK-7. This is to provide more planning and conference time outside the 16.01 planning and conference time for those teachers who would otherwise be scheduled for noon time duties, given the ever-increasing teacher responsibilities for conferences with parents, with administrators and with other teachers so that the educational process is improved.

In addition to the planning and conference time provided for in Section 16.01, teachers are expected to use the workday before and after the student day for teacher directed activities such as planning and class preparation, conferences, and attendance as the referrer at necessary intervention and discipline conferences. However, the administration may schedule mandatory attendance at meetings and conferences during this time up to five (5) days each month with the agenda/purpose set by the administrator, exclusive of emergencies. Mandatory attendance at intervention and IEP meetings are to be included within the limitation.

16.03 The Administration may schedule up to three (3) required meetings per month during planning time established in 16.01 with prior notification of five (5) days. Administration shall not schedule any additional meetings during planning and conference time.

ARTICLE XVII – WORKING ENVIRONMENT

17.01 A. Lunchroom area, rest room lavatory and lounge facilities exclusively for employees use shall be made available in each school.

B. Workrooms for preparation of instructional materials will be made available in each building.

C. A telephone shall be available for use of school personnel conducting school business. Such telephone will be placed in a separate room, if available. If a separate room is not available, a good faith effort will be made to place the telephone in an area that assures reasonable privacy.

17.02 The Board shall provide the following:

A. A desk with a lockable drawer for each teacher.

B. Lockable closet space for each teacher.

C. Storage space for instructional materials.

D. The above items will be provided in buildings when equipment and furniture are adaptable to these items and are specifically requested by the teacher.

E. Laptop computer, projector, paper, pens, chalk, markers and other such materials required in daily teaching.

F. Facilities within each school to provide the needed privacy for special services to carry out their responsibilities with individuals or groups of students.

G. Classroom facilities that are adequately insulated, heated and lighted throughout the entire workday. It is recognized that due to the characteristics of some buildings, heating and ventilation may require periods of time for adjustment, especially during seasonal changes.

If conditions exist which are detrimental to the teaching process, such conditions shall be reported to the building principal. The principal will then take all possible action to correct the conditions or to provide an alternative temporary work space.

It is also recognized that existing building conditions that are deemed detrimental to the instructional program by the Board are subject to renovation and improvement so far as funds are available.

17.03 The VTA and the Board commit to working together to ensure a safe environment for staff and students. A committee agreed to by the VTA and the Board will review present policies and make recommendations to the VTA and the Board for a safe environment.

17.04 For up to one (1) year following the birth of a child, all bargaining unit members who are expressing breast milk shall be granted a reasonable amount of time to pump each time such employee needs to express the milk. The building principal and the teacher may agree to a schedule based on the employee's work schedule and need to pump, which may be adjusted over time if the nursing employee's pumping needs change. Employees are entitled to a private space for pumping shielded from view, free from intrusion, available as needed, not a bathroom, and functional for the task.

ARTICLE XVIII – INSTRUCTIONAL MATERIALS

18.01 Elementary grade and middle and high school department shall meet annually to evaluate instructional needs for the following school year with recommendations to be submitted to the building principal with respect to appropriate texts, library facilities, maps, laboratory and audio-visual equipment, special area equipment, current periodicals, standard tests and questionnaires, and other tools of the teaching profession.

ARTICLE XIX – STUDENT EXTRACURRICULAR SUPERVISION

19.01 Supervision of student extracurricular activities (i.e., activities that fall outside the normal workday) by members of the bargaining unit shall be voluntary.

ARTICLE XX – COMMITTEES

20.01 Local Professional Development Committee

A. Purpose

The District will form a Local Professional Development Committee to encourage the professional staff development and to insure a fair and equitable review and approval of course work and other professional development activities that educators propose to complete for the purpose of certificate/license renewal.

B. Committee Requirements

The Committee will consist of four (4) bargaining unit members (including one (1) teacher representative from each building) selected by the VTA and two (2) Administrators selected by the Superintendent. Each member will serve a four (4) year staggered term. At all times, the LPDC should have a majority of teachers. The Committee is responsible for adopting and revising its By-Laws.

C. Policies and Procedures

Every certified staff member of the Vermilion Local School District who holds an Ohio provisional/professional certificate(s)/license(s) must have an approved Individual Professional Development Plan on file. This plan will serve as the guideline for the individual's professional development during the next renewal cycle.

The staff member may appeal any decisions made by the LPDC. The appeals process will follow the LPDC guidelines.

The LPDC policy and procedures cannot supersede the District policy and Negotiated Agreement. Proposals to the LPDC and approval by the LPDC cannot override the District policy and Negotiated Agreement. No decision of the LPDC or the LPDC appeals process (any and all steps) is grievable.

Individuals are responsible for maintaining Professional Development records and completing necessary paperwork for the license renewal in a timely fashion.

D. Service on the LPDC will be compensated by a payment of five hundred dollars ($500.00) every six (6) months. Any member of the LPDC who does not complete their assigned duties during the six-month period forfeits the compensation for that period.

E. LPDC meetings will be held outside the normal teacher workday on a monthly basis not to exceed ten (10) meetings each year unless by mutual agreement.

20.02 Labor Management Committee

A. A Labor Management Committee shall be established consisting of up to four (4) VTA members, including the VTA President, and up to six (6) Administrators, including the Superintendent and Director of Pupil Services. The purpose of the Committee shall be to encourage labor-management cooperation and provide a forum for communication and joint problem solving in resolving workplace issues. The Committee shall be scheduled to meet quarterly unless the VTA President and Superintendent mutually agree to cancel. Committee will meet after regular school hours. An agenda of items shall be submitted no later than one (1) week prior to

each meeting to the Superintendent and VTA President. All actions of the Committee shall be made by consensus.

B. Each building will establish a Building Labor Management Committee. The purpose of the Committee shall be to encourage labor-management cooperation and provide a forum for communication and joint problem solving in resolving workplace issues. The Committee will also discuss professional development for the building. The Committee shall be scheduled to meet monthly unless the VTA and building Principal mutually agree to cancel. The Committee will meet after regular school hours. An agenda of items shall be submitted prior to each meeting to the Principal and VTA. All actions of the Committee shall be made by consensus.

20.03 Special Education Committee

A Special Education Committee shall be established consisting of up to six (6) representatives of the Association and up to six (6) administrative representatives, including the Director of Pupil Services, if available. The Board will communicate its request that the Director attend committee meetings as a priority.

The purpose of the Committee shall be to study, review, and recommend effective and consistent Special Education Practices, as well as, address and resolve current issues related to Special Education Services within the District.

The Committee shall meet once in the Fall, Winter, and Spring quarters. The Committee may meet more often as appropriate. Release time shall be provided to all members of the Committee. An agenda of items to be addressed at each meeting shall be submitted to each party at least one (1) week prior to each scheduled meeting. Decisions of the Committee shall be by consensus.

At the end of each school year, the Committee may choose to submit a report to the Superintendent and Board of Education regarding recommended changes to the District's Special Education practices. Such recommendations may include, but are not limited to, changes in current practices, staff training related to Special Education, communication among the Administration and Special Education staff, use of Special Education staff, and consideration of Special Education models used in other Districts.

20.04 Master Teacher Committee

A. Purpose

The parties agree to establish a committee called the Master Teacher Committee.

The purpose of the Committee shall be to designate employees in the District as Master Teachers.

B. Committee Requirements

The committee shall consist of three (3) members selected by the VTA and two (2) Administrators selected by the Superintendent.

The appointments shall be made annually on or before May 1st. If a vacancy occurs during the year, a replacement appointment will be made by the Association President and the Superintendent for their representative members.

The Committee shall determine the time, location and number of committee meetings.

The Committee members shall establish its plan of operation, protocol, appeals process, and guidelines for the designation of Master Teacher.

C. Nothing in the Master Teacher Committee process shall have an adverse impact on a teacher's performance evaluation as established by the Negotiated Agreement.

D. As determined by the Committee, the members of the Committee shall be provided ongoing training to ensure consistent application of master teacher criteria at no cost or loss of pay to the Committee members. All necessary, actual and reasonable costs of training – including all registration costs, travel, meals, accommodations, and mileage – will be reimbursed by the Board of Education in accordance with the Negotiated Agreement.

E. The Committee will meet after regular school hours. At the inception of the Committee, members of the committee will be compensated by a one thousand dollar ($1,000) stipend for the school year. For all school years thereafter, members of the committee will be compensated at the hourly project rate.

20.05 Evaluation Committee

A. Purpose

An Evaluation Review Committee shall be established and shall meet as needed. The purpose of the Committee shall be to revise, evaluate, and review District evaluations procedures as necessary resulting from changes to Sections 3319.111 & 3319.112 of the Ohio Revised Code (ORC).

B. Committee Requirements

The Committee will consist of one (1) teacher representative from each building selected by the VTA, one (1) Administrator selected by the Superintendent, and the Director of Curriculum and Instruction. Additional members may be invited to join the Committee as agreed upon by a majority of the standing Committee members.

C. Policies and Procedures

The Committee submit recommendations to the bargaining teams of the Board and Association. The bargaining teams shall have the authority to accept, reject, or make modifications to the Committee's recommendations. Upon approval by both teams, recommendations will be submitted for ratification and Board approval within thirty (30) days.

Professional leave shall be provided for all Committee meetings.

20.06 Supplemental Review Committee

A. Purpose

A Supplemental Review Committee shall be established and shall meet as needed. The purpose of the Committee shall be to revise, evaluate, and review all supplemental positions, including compensation amounts for each position, and accompanying completion and evaluation forms. The Committee shall also create job descriptions, qualifications, and evaluation materials for existing and new supplemental positions.

B. Committee Requirements

The committee will consist of three (3) teacher representatives to be selected by the VTA and two (2) Administrators selected by the Superintendent. The Committee shall submit recommendations to the bargaining teams of the Board and Association.

C. Policies and Procedures

The Committee submit recommendations to the bargaining teams of the Board and Association. The bargaining teams shall have the authority to accept, reject, or make modifications to the Committee's recommendations. Upon approval by both teams, recommendations will be submitted for ratification and Board approval within thirty (30) days.

Professional leave shall be provided for all Committee meetings.

20.07 Calendar Committee

A. Purpose

A Calendar Committee shall be established and shall meet on or around October 1 every school year. The purpose of the Committee shall be to create a recommended school calendar for the following two school years for review and consideration by the Board for action at its December Board meeting.

B. Committee Requirements

The committee will consist of the VTA President, one (1) teacher representative from each school building to be selected by the VTA, each school building principal, the Superintendent and the Assistant Superintendent.

C. Policies and Procedures

The Committee will prepare recommended calendars that comply with the provisions of Article 22 of this Agreement, Board policy and Ohio law, for consideration by the Board.

ARTICLE XXI – CASUAL SUBSTITUTE TEACHERS

21.01 A member of the bargaining unit who must be absent shall report their unavailability for work in accordance with administrative procedure.

21.02 If a teacher is absent, coverage of the absent teacher's class shall be the responsibility of the building principal or their designee.

21.03 If a teacher is absent and no substitute is available, a teacher may be assigned to cover the class in any of the following situations and will receive their per diem hourly rate:

A. During the substituting teacher's planning period.

B. When absorbing an absent teacher's students into their regularly assigned classroom.

21.04 No more than three (3) times a month will a teacher be required to leave their regular assignment to substitute in another assignment.

21.05 A teacher may decline a request to cover an absent teacher's class provided another teacher is available and willing to cover the class. Should another teacher cover the class, such teacher shall be entitled to remuneration under the same terms and conditions set forth in Section 21.03 of this Article.

ARTICLE XXII – WORK YEAR

22.01 The work year shall consist of a total of one hundred eighty-four (184) days, which shall include:

A. One hundred eighty days (180) days, including two (2) days (or the equivalent thereof) for parent/teacher conferences.

B. Four (4) teacher-directed days to include the following usage:

1. Three (3) teacher-directed work days, placed on the day prior to the first student day of the school year, the final day of the first semester, and the day following the final student day of the school year.

2. NEOEA Day will be used as teacher-directed work time or to engage in teacher-directed professional development.

22.02 If instructional days are lost due to inclement weather or other calamity, the staff will not be required to make up the first five (5) days lost to calamity but will be required to make up all other lost days to fulfill their contract. Teachers will not be expected to report on calamity days.

Following the occurrence of the fifth (5) calamity day, the Superintendent and the Association President shall meet to schedule any make-up days that have or may become required. Make-up days will be planned as part of the District calendar. An effort will be made to schedule instructional days as make-up days.

Based upon the number of instructional days completed to date and the potential for additional calamity days, the Board of Education, by resolution, may amend the school year calendar after consultation with the VTA.

ARTICLE XXIII – ACADEMIC FREEDOM

23.01 In educating young people, the parties seek to inspire in them an inquiring mind and respect for truth, a recognition of individual freedom, social responsibility and the democratic tradition, an understanding and respect for the Constitution, Bill of Rights, and the law, and an appreciation of individual personality.

Other than accepted standards of professional behavior and responsibility, as set forth as part of the Board of Education's evaluation procedure and the competent fulfillment of the Board's approved curriculum guides, there shall be no limitations on teachers or students with respect to their study, investigation, presentation or interpretation of facts or ideas concerning man, society, government, the arts or sciences, the physical and biological world, or other areas of learning, and teachers and students shall be guaranteed freedom of individual conscience, association and expression.

The parties recognize that the above can best be accomplished in, and will work together to create and preserve, an atmosphere which is free from censorship and artificial restraint, and in which academic freedom for teacher and student is guaranteed. Further, the teaching about controversial issues, suitable to the age level, is approved as preparation of students for intelligent and conscientious participation in our democratic social order. The maintenance of the intellectual atmosphere which is implied here will necessarily depend

upon the discretion of the administration and the objectivity and wisdom of the teaching staff.

ARTICLE XXIV – SCHOOL PROGRAM DEVELOPMENT

24.01 A curriculum advisory committee shall be established ad hoc.

The Director of Curriculum or their designee shall serve as the chairperson of this committee.

Committees shall be appointed to make recommendations with respect to the following:

A. New adoptions for textbooks and supplementary materials.

B. Revisions of school programs presently in operation.

C. Development of new school programs.

An effort shall be made to include on the committee a majority of teachers, including the department head or their designee, from those curricular areas involved in the study and to secure representation from each building and from each grade level to which the study directly pertains. Appointments to committees will be made on the basis of preferences expressed by the teachers concerned.

ARTICLE XXV – CONTRACTS

25.01 Limited Contract

A. During the first three (3) years of service in the Vermilion Local School District, teachers not eligible for a continuing contract shall, if renewed, receive a one (1) year limited contract.

B. Teachers with three (3) full years of service in the Vermilion Local School District shall, if renewed and not eligible for a continuing contract, be eligible for a multiple year contract.

25.02 Limited Contracts – Effective January 1, 2011

For all teachers employed by the Vermilion School District who become licensed on or after January 1, 2011, the following shall apply:

A. During the first three (3) years of service in the Vermilion Local School District, teachers not eligible for a continuing contract shall, if renewed, receive a one (1) year limited contract. Thereafter, said teachers shall be eligible for a multiple year

contract until they qualify for a continuing contract.

B. Teachers with seven (7) full years of service in the Vermilion Local School District shall, if renewed and not eligible for a continuing contract, be eligible for a multiple year contract.

25.03 Continuing Contract

A. To be considered for a continuing contract in the Vermilion Local School District, a teacher shall notify the Superintendent in writing no later than October 15th of any year he/she may be eligible for a continuing contract.

B. A teacher with a limited contract who becomes eligible for continuing contract during the term of the limited contract need not wait until their limited contract expires to be considered for a continuing contract.

25.04 Supplemental Contracts

All Supplemental contracts shall automatically expire at the end of the school year. No action by the Board nor notice to the employee shall be required to cause this expiration.

ARTICLE XXVI – EVALUATION

26.01 Purpose

To provide ongoing assessment of an employee's work performance and provide meaningful feedback.

To help the employee to achieve greater effectiveness in performance of the work assignment.

To help constitute the basis for personnel decisions including promotions, reassignments, continuing contract status, limited contract renewal, or contract non-renewal or termination.

26.02 Definitions

A. Evaluation: An evaluation of a teacher, including non-instructional responsibilities, using post and/or pre-conferences, announced and/or unannounced observations/walkthroughs, and approved evaluation instrument. (See Appendices O through II)

B. Formal Observation: A scheduled visit to the classroom at least thirty (30) minutes in length.

C. Informal Observations/Walkthroughs: An administrative or supervisory visit to a classroom by an administrator of not less than five (5) minutes and not more than fifteen (15) minutes.

1. For the purpose of XXVI, the term "teacher" shall refer to OTES evaluated teachers, OSCES evaluated school counselors, and non-OTES evaluated bargaining unit members.

26.03 General Guidelines

A. Teacher: A licensed bargaining unit member who spends their time providing content-related student instruction. For OTES evaluated instructors, at least fifty percent (50%) of their time is spent providing content-related student instruction working under one (1) of the following:

1. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or

2. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2003; or

3. A permanent certificate issued under R.C. 3319.222 as it existed prior to September 2006; or

4. A permit issued under R.C. 3319.301.

B. School Counselor: An employee who holds a license pursuant to O.A.C. 3301-24-05 by the Ohio Department of Education, and as otherwise defined in Ohio statute, in the area of school counseling and who is assigned to a position in that capacity.

C. Credentialed Evaluator: A District administrator assigned by the Superintendent to perform evaluations. The administration will assign the evaluator for the subsequent evaluation cycle and approve the professional growth plan, utilizing the components set forth in "Teacher Evaluation Form." Teachers will be evaluated by one (1) administrator unless that person is no longer employed or on extended leave for more than twenty (20) days. Every effort will be made to ensure that no more than one (1) evaluator shall complete all elements of a full evaluation cycle barring unforeseen circumstances, and that evaluator shall be assigned to the same building in which the bargaining unit member who is being evaluated is assigned in all buildings where there is more than one credentialed evaluator. A District administrator is one who:

1. meets the eligibility requirements under R.C. 3319.111(D); and

2. holds a credential established by the Ohio Department of Education for teacher evaluation;

3. has completed State-sponsored evaluation training and has passed an online credentialing assessment;

4. has administrative responsibilities within the District outside of being an evaluator. (This requirement is intended to exclude third-party evaluators).

D. Schedule for Evaluation: Informal observations/walkthroughs shall not occur during the first twelve (12) days of school or last twelve (12) days of school. Formal observations shall not occur during the first twenty (20) days of school. All evaluation timelines may be changed by mutual written agreement or due to illness or other non-availability of the teacher or evaluator.

E. Criteria for Evaluation: An employee shall be evaluated on criteria set forth on the appropriate approved evaluation instrument. Job descriptions and evaluation criteria will be distributed upon employment or revision.

1. No employee shall be evaluated on their work performance except after fair and reasonable observations of the work performance of the employee.

2. All monitoring or observation of the work performance of an employee shall be conducted openly and with full knowledge of the employee.

3. All teachers will be granted an additional observation by the same or a different evaluator upon request.

F. Formal Evaluation Report/Final Summative Rating: The final holistic evaluation of a teacher shall be based upon a preponderance of the evidence, assessed in a holistic manner, that is aligned to the Ohio Educator Standards. The evaluation of an employee should be based upon review of the employee's performance and should acknowledge the performance strengths of the employee evaluated as well as the performance deficiencies, if any. The evaluator shall note the data used to support the conclusions reached in the formal evaluation report. The supervisor conducting the evaluation shall assist the employee in correcting deficiencies. The plan shall include a reasonable opportunity to allow time for improvement in the areas of performance deficiency. The evaluator will recommend strategies and resources for correcting any deficiencies. The formal evaluation report shall be signed by the evaluator. The formal evaluation report should then be signed by the employee to verify notification to the employee that the evaluation will be placed on file, but the employee's signature should not be construed as evidence that the employee agrees with the contents of the evaluation report. The formal evaluation report, signed by both parties, shall be sent to the Superintendent.

G. Response to Evaluation: The employee shall have up to fifteen (15) days to submit a written response to an evaluation report or follow up report. The response shall be attached to said report.

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

I. Improvement Plan: An educator who has a final Holistic Rating of Ineffective will be placed on an Improvement Plan written by the evaluator. The purpose of an Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If the teacher does not take the corrective actions within the time specified in the Improvement Plan, the evaluator may make a recommendation to either terminate or non-renew the teacher or continue the plan. The approved form for the Improvement Plan is attached to this agreement as Appendix Q.

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

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

L. Vendor Assessments: Student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

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

26.04 Evaluation

A. The Principal shall review the evaluation process and evaluation instruments with the entire staff within the first twelve (12) days of school.

B. By September 30th of each school year, all bargaining unit members shall do one of the following:

1. Non-OTES/OSCES teachers shall submit two professional goals

2. OTES teachers shall complete a Growth Plan or Improvement Plan. Teachers for whom two measures of HQSD are required will also complete such by September 30th.

C. By October 30th, teachers will receive feedback on measures of HQSD and, if necessary, make revisions.

D. By November 15th, the HQSD Committee will approve any revised measures of HQSD.

26.05 Formal Evaluation Procedure

The standard formal evaluation process shall be two (2) formal observations and is outlined as follows:

A. By January 15th:

1. The evaluator and teacher will agree upon dates for the observation and pre-observation conference.

2. The evaluator will conduct a pre-observation conference. The purpose of the conference shall be to discuss the Professional Growth Plan and the scheduled formal observation. The teacher should have completed and be prepared to discuss pre-conference questions on instructional planning (set forth in Appendix V).

3. On the scheduled date, the evaluator will conduct an announced formal observation of at least thirty (30) minutes in length. The first formal observation will be a holistic observation where the evaluator assesses all areas of the rubric demonstrated during the observation as well as information gained from any pre-observation conference.

4. Within ten (10) days, the evaluator will conduct a post observation conference with the teacher to discuss the formal observation. The Professional Growth Plan or Improvement Plan, if applicable, will be reviewed during the post-conference.

B. By May 1st:

1. The evaluator and teacher will agree upon dates for the observation and pre-observation conference.

2. The evaluator will conduct a pre-observation conference. The purpose of the conference shall be to discuss the Professional Growth Plan and the

scheduled formal observation. The teacher should have completed and be prepared to discuss pre-conference questions on instructional planning (set forth in Appendix V).

3. On the scheduled date, the evaluator will conduct an announced formal observation of at least thirty (30) minutes in length. The second and any subsequent formal observation(s) will be focused observations in which the evaluator emphasizes identified focus area(s). Identified focus areas will be selected by the consensus of the teacher and evaluator at the Post-observation conference after completion of the holistic observation, and may include area(s) of relative strength and/or area(s) targeted for improvement. Areas of specific focus shall not exceed two (2) items on the Performance Rubric.

4. Within ten (10) days, the evaluator will conduct a post observation conference with the teacher to discuss the formal observation. The Professional Growth Plan or Improvement Plan, if applicable will be reviewed during the post conference.

5. Evaluations will be completed by May 1st and each teacher will be provided a written report of the results of their final evaluation summary by May 10th. Written notice of nonrenewal will be provided by June 1st.

C. Any Improvement Plan will be developed by the evaluator for Holistic Ineffective rating. All other improvement plans will be developed collaboratively between evaluator and teacher. The supervisor conducting the evaluation shall assist the employee in correcting deficiencies. The plan shall include a reasonable opportunity to allow time for improvement in the areas of performance deficiency. The evaluator will recommend strategies and provide resources for correcting any deficiencies. Teachers with an Ineffective Holistic Summative Rating will receive an Improvement Plan. Teachers with a Developing Summative Rating that includes an ineffective rating on one (1) or more of the domains on the Performance Rubric may result in an Improvement Plan. Mentor teachers may be involved in the development of an Improvement Plan; however, the mentor teacher does not have a formal evaluative role. Assuming re-employment, an Improvement Plan implemented after February 1st will continue into the following school year.

1. The improvement plan shall include:

    a. Specific, measurable instructional practices to be observed;

    b. Specific, evidence-based resources, and assistance to be provided;

    c. Clearly articulated timelines for the completion of the plan; and

d. Monetary, time, material, and human resources sufficient to realize the expectations set forth in the plan.

2. Improvement plans shall be aligned to the teacher's most recent full evaluation cycle and, if applicable, include one (1) component of the District's or Building level improvement plan required under the "Elementary and Secondary Education Act on 1965", as amended.

3. No improvement plan shall have more than two (2) achievable goals per Evaluation Cycle.

4. Progress on an improvement plan shall be measured solely by evidence and documentation on the Improvement Plan form in Appendix Q.

D. Mentor Teacher for Teacher on Improvement Plan.

1. The District shall provide teachers on an improvement plan with a mentor teacher who is not the credentialed evaluator.

2. Role of the Mentor Teacher:

a. The mentor teacher shall possess a five-year professional license.

b. The mentor's role is to support the growth of the teacher through formative tools and practices.

c. The mentor shall be selected by mutual agreement between the evaluator and the mentee.

3. Release Time/Compensation

a. Each mentor teacher shall be granted release time for mentoring activities. Release time shall be separate form any other release time covered under this agreement and shall be coordinated by the building administrator.

4. In addition to the mutually agreed upon release time, each mentor teacher shall be compensated at the Experienced Teacher amount in Appendices I-K of this Agreement for each mentee.

5. Protections:

a. Other than a notation that a teacher provided additional services as a mentor teacher, the teacher's activities as a mentor teacher shall not be part of their evaluation.

b. A mentor teacher shall not be requested or directed to make any recommendation regarding the continued employment of the teacher.

c. No mentor teacher shall be requested or directed to divulge information from the written documentation or confidential mentor/mentee discussions.

d. All interaction between the mentor teacher and the teacher shall be regarded as confidential. Any violation of this tenet by the mentoring teacher shall constitute grounds for immediate removal from the role as mentor teacher and no information provided by the mentor shall be used in the evaluation of the teacher.

E. Professional Growth Plans

Professional growth plans shall be developed as follows:

1. Teachers whose evaluation rating is Accomplished shall develop a self-directed plan, including both professional goals, for continuing professional growth.

2. Teachers whose evaluation rating is Skilled shall develop a professional growth plan, including teacher's sole development of one (1) professional goal, collaboratively with their credentialed evaluator.

3. Teachers whose evaluation rating is Developing shall develop a professional growth plan with their assigned evaluator. The assigned evaluator may develop both professional goals.

4. Professional growth plans shall be aligned to the teacher's most recent full evaluation cycle and, if applicable, include one (1) component of the District's or Building level improvement plan required under the "Elementary and Secondary Education Act on 1965", as amended.

5. No Professional Growth Plan will have more than two (2) achievable goals per Evaluation Cycle.

6. Progress on a professional growth plan shall be measured solely by evidence and documentation on the Professional Growth Plan form in Appendix P.

26.06 <u>High Quality Student Data (HQSD)</u>

A. Each building shall establish and maintain a building-level HQSD committee consisting of up to six (6) VTA members appointed by the VTA president and up to two (2) administrators. Service on the HQSD committee that takes place outside

of the contracted day shall be compensated at the project rate.

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

C. When utilizing vendor assessment to construct HQSD, all related teaching, student, and other educational materials shall be purchased, and all affected staff shall be trained on utilization of the assessment program.

D. The HQSD committees shall provide a recommendation to the Superintendent and Association President on the use of a proposed vendor assessment prior to submission to the Board of Education. The committees may ask for the vendor to make a presentation to the committee.

E. The HQSD Committees shall have the ability to approve all district-determined instruments for HQSD in their respective buildings. HQSD shall be used as evidence in any component of the teacher's evaluation related to the following:

1. Knowledge of the students to whom the teacher provides instructions;

2. The teacher's use of differentiated instruction practices;

3. Assessment of student learning;

4. The use of assessment data;

5. Professional responsibility and growth.

F. No Evaluation Factor shall be impacted by student performance on a test.

G. HQSD shall not be aggregated to provide "shared attribution" among teachers in a District, building, grade, content area, or other group.

26.07 Accomplished and Skilled Teachers

A. Any member who received a rating of "Accomplished" on the most recent evaluation conducted under this section may be evaluated once every three (3) school years. Under these conditions, the member shall develop a self-directed plan (PGP), including both professional goals, and have at least one (1) Informal/Walkthrough Observation and one (1) conference to discuss progress on the PGP per year with their evaluator. Members rated "Accomplished" must be notified by October 1 if it is to be a full evaluation year. All conferences to discuss progress on the PGP must be completed by May 10.

B. Any member who received a rating of "Skilled" on the most recent evaluation conducted under this section may be evaluated once every two (2) school years. Under these conditions, the member shall develop a professional growth plan (PGP), including teacher's sole development of one (1) professional goal, collaboratively with their credentialed evaluator, and have at least one (1) Informal/Walkthrough Observation and one (1) conference to discuss progress on the PGP per year with their evaluator. Members rated "Accomplished" or "Skilled" must be notified by October 1 if it is to be a full evaluation year. All conferences to discuss progress on the PGP must be completed by May 10.

C. The employee shall have up to fifteen (15) days to submit a written response to the Final Summative Rating of Teacher Effectiveness or follow up report. The response shall be attached to said report.

26.08 Informal Observation/Classroom Walkthrough Procedure

A. A walkthrough is an unannounced classroom visit of not less than five (5) minutes and not more than fifteen (15) minutes. A minimum of three (3) and a maximum of fifteen (15) walkthroughs will be completed per cycle. An Improvement Plan may allow for more than fifteen (15) walkthroughs per cycle.

B. Data gathered from walkthroughs will be documented and will be sent to the teacher within twenty-four (24) hours via the District's email.

26.09 Limited Contract Teachers

A. OTES/OSCES teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three (3) formal observations in addition to periodic classroom walkthroughs unless the Superintendent waives the third observation.

B. All limited contract non-OTES teachers, in the year their contract expires, shall be evaluated in accordance with the Formal Evaluation Procedure established in Section 26.04. No such teacher will be non-renewed unless they are evaluated in accordance with the Formal Evaluation Procedures.

C. In years which a non-OTES teacher's limited contract is not up for renewal, the evaluator will:

1. Discuss the Goal Setting and Professional Growth Plan (Appendix P) completed by the teacher by January 15th.

2. Conduct a Goal Setting Review Conference by May 30th.

3. Develop an improvement plan if needed.

26.10 Finalization of Evaluation

A. The final holistic evaluation of a teacher shall be based upon a preponderance of the evidence, assessed in a holistic manner, that is aligned to the Ohio Educator Standards.

B. The evaluator shall note the data used to support the conclusion reached in the Final Summative Rating of Teacher Effectiveness or other appropriate form (Appendix Y). The final evaluation form shall be signed by the evaluator and should then be signed by the employee to verify notification to the employee that the evaluation will be placed on file, but the employee's signature should not be construed as evidence that the employee agrees with the contents of the evaluation report. The form, signed by both parties, shall be sent to the Superintendent.

C. The employee shall have up to fifteen (15) days to submit a written response to the Final Summative Rating of Teacher Effectiveness or follow up report. The response shall be attached to said report.

26.11 Other Deficiencies (Non-OTES)

A teacher's failure to adhere to reasonable work rules or other deficiencies not noted during the formal evaluation must be put in writing and provided to the teacher within a reasonable time but not later than the next evaluation. If appropriate, assistance in correcting the deficiencies will be provided along with a reasonable opportunity to allow time for improvement. Non-renewals for performance will not be based on such deficiencies unless put in writing and provided to the teacher. Deficiencies noted outside the formal evaluation that are continuing to occur at the time of the formal evaluation shall be included in it.

26.12 Grievance

A grievance that alleges a violation of the procedural safeguards of this Article must be filed at Step 3 not later than fifteen (15) days after the date of the claimed violation.

26.13 Exclusion

Teachers who are employed less than the entire school year will be evaluated as their situation allows. Evaluations will not be required of teachers who are on leave of absence or otherwise not actively employed. This evaluation procedure does not apply to supplemental contracts.

The provisions of this Article supersede the provisions of Ohio Revised Code Section 3319.111.

ARTICLE XXVII – PERSONNEL FILES

27.01 The Superintendent or their designee shall maintain a master file on all members of the bargaining unit.

27.02 A member of the bargaining unit may review their master file, or their building file, at any time and, upon written request to the Superintendent or their designee, shall be entitled to make copies of such material within ten (10) school days (if the member needs copies immediately, they may use copying equipment in the building to make needed copies). The employee shall reimburse the Board for the cost of copying at the going rate at the time of copying.

27.03 No material will be placed in any file until the affected member of the bargaining unit is given an opportunity to initial the material and has received a copy. Initialing verifies only that the material has been examined and does not necessarily constitute approval. The affected member of the bargaining unit shall be entitled to attach a reply to such material within ten (10) school days of the time of initialing.

ARTICLE XXVIII – NON-RENEWAL

28.01 All employees hired to replace employees on leave of absence are automatically non-renewed at the conclusion of their limited contract without any written notice of non-renewal. A tutor's limited contract may be non-renewed without reason. Otherwise non-renewal shall not occur for reduction-in-force purposes.

28.02 Except as provided in 28.01, no non-OTES teacher shall be non-renewed until the evaluation process in Article XXVI has been completed. Where applicable, such teachers must be given a reasonable opportunity to correct any deficiencies before a recommendation for non-renewal is made.

28.03 A teacher will be given at least five (5) work days' notice prior to the Superintendent's recommendation of non-renewal to the Board. Upon the teacher's written request within forty-eight (48) hours of notice, the Superintendent will set a meeting for the affected teacher. The teacher may elect to be accompanied at this meeting by a VTA representative. The Superintendent will notify the teacher of their decision at least twenty-four (24) hours prior to this recommendation to the Board.

Notice of non-renewal must be given on or before June 1 of the year of non-renewal.

Notice of non-renewal or recommendation of same shall be written and delivered by personal service or by certified mail to the affected teacher's residence.

A teacher who has been notified of the intent to non-renew has the right to undertake with their representative a complete review of their own personnel file.

28.04 A grievance that alleges a violation of the procedural safeguards of this Article must be filed at Step 3 not later than fifteen (15) days after the date of the claimed violation.

An arbitrator is empowered to require renewal of a limited contract or employment under a continuing contract, if eligible, if a teacher is non-renewed without the appropriate procedures being followed.

A teacher who elects to file a court action involving non-renewal waives any right to file a grievance involving the non-renewal unless the court dismisses the action for failure to pursue the grievance. A teacher who files a grievance involving a non-renewal agrees to waive any right to court action involving the non-renewal unless the arbitrator denies the grievance for failure to pursue a court action. If a court or arbitrator finds the waiver ineffective, the union shall be responsible for all arbitration costs.

28.05 Where they differ and to the extent permitted by law, the provisions of this Article supersede any contrary provisions of law.

ARTICLE XXIX – REDUCTION IN FORCE

29.01 Reasons for Reduction In Force

A reasonable reduction of staff may be made for reasons set forth in accordance with ORC 3319.17. Reduction in Force (RIF) shall occur only through suspension of contracts.

29.02 Procedure

The reduction will be made in accordance with the following provisions:

A. The Superintendent shall meet with the Association's Executive Board to explain the need for RIF and exchange ideas and possible solutions. This meeting shall be held at least thirty (30) calendar days before Board action to authorize a reduction in force. At this time, the Superintendent shall provide a list of the positions to be eliminated and the names of the individuals who may be affected by the reduction.

B. The number of persons affected by a reduction in force will be kept to a minimum or avoided by not employing replacements insofar as practicable for employees who retire or resign or whose limited contracts are not renewed. However, attrition may not be sufficient to accomplish a reduction in force in full.

C. Retention and Recall

Retention of bargaining unit members and recall of eligible teachers whose contracts have been suspended pursuant to a reduction in force will not be based

upon seniority, except in circumstances when choosing between teachers with comparable evaluations.

Comparability will be defined per the Evaluation Article of the Agreement for OTES and non-OTES bargaining unit members in accordance with law.

When reductions are necessary, then the Board shall proceed to suspend contracts in accordance with the recommendation of the Superintendent who shall recommend reductions in a teaching field by the following:

1. Teachers holding temporary certificates/licenses shall be the first to have their contracts suspended.

2. If further reductions are necessary, limited contract teachers shall be reduced in the affected teaching fields (certification/licensure) utilizing the following order:

    a. Teachers rated “Ineffective”. Teachers in this category are comparable.

    b. Teachers rated “Developing”. Teachers in this category are all comparable.

    c. Teachers rated “Skilled” or “Accomplished”. Teachers in these categories are all comparable.

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

3. Should the necessary reduction of staff required exceed the number of limited contract teachers in the affected field, continuing contract teachers in the affected teaching fields (certification/licensure) will be reduced utilizing the following order:

    a. Teachers rated “Ineffective”. Teachers in this category are comparable.

    b. Teachers rated “Developing”. Teachers in this category are all comparable.

    c. Teachers rated “Skilled” or “Accomplished”. Teachers in these categories are all comparable.

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

D. A teacher so affected may elect to displace another teacher who holds the lowest position on the seniority list in another area of certification/licensure provided they hold a valid certification/licensure in the area and their rating is comparable or higher. A teacher so affected must exercise their right to displace within ten (10) workdays of the date they are provided with written notice of the RIF. For purposes of this section, "workday" shall be defined as a day that the District central administration office is open.

E. A teacher whose contract will be suspended by a reduction-in-force shall be given written notification at least thirty (30) days prior to the RIF. RIF's may only be implemented at the beginning of the school year or upon return of a teacher from leave. The Notification shall state the reason(s) for the reduction and reason(s) for the selection of said teacher. Notification shall be given at the end of the student day. The personnel records and all future references of those employees laid off pursuant to this policy shall clearly indicate that such was due to a reduction-in-force and was not due to unsatisfactory performance.

29.03 Restoration

A. Final Summative Rating in inverse order (Accomplished to Ineffective) shall be the basis for recalling bargaining unit members. Seniority shall not be a factor in recalling any bargaining unit member unless the decision is between teachers with comparable evaluations. When selecting among teachers with comparable evaluations, bargaining unit members on the recall list will be recalled in order of seniority for vacancies in areas for which they are licensed/certificated. In that circumstance, teachers whose continuing contracts are suspended shall have the right of restoration to continuing service status in the order of seniority of service in the District, if and when teacher positions become vacant for which any of such teachers are certified. After restoration rights of teachers with continuing contracts, those on limited contracts shall also be restored in the above described manner. Restoration rights for limited contract teachers shall continue for two (2) years from the date of contract suspension.

B. The teacher shall return to work upon being called back by the Board by registered letter. If the teacher fails to return to work as requested, then that shall be grounds for the termination of the contract of said teacher. The teacher shall at all times have the obligation of keeping the Board apprised of their present address, and the Board shall notify the teacher at the address so filed with the Board. The Board shall have no other duties in seeking to notify the teacher of their opportunity to return.

C. A teacher whose contract is suspended shall be placed on a recall list stating years of continuous service to the District, subject(s) and/or grade levels certified/licensed to teach, and type of areas of eligibility on the recall list by filing any certification/licensure in the Superintendent's office by April 1st. A teacher on the recall list shall be offered a contract for a position for which they are certified/licensed as positions become available as set forth above. Acceptance or rejection of a lesser position offered by the District (i.e., less hours, non-teaching, any substitution position, etc.) will not result in the teacher being removed from the recall list.

The Board will not hire non-bargaining unit personnel as regular classroom teachers unless certified/licensed teachers on suspension are offered the available work. Prior to awarding a position to a teacher not currently working within the area of certification/licensure of the open position, a teacher on the recall list shall be offered a contract.

29.04 Insurance

During the restoration period, a teacher shall be eligible to have their insurance coverage(s) continued according to the C.O.B.R.A. Law.

29.05 Unemployment Benefits

Acceptance or rejection of employment as a substitute shall not constitute the basis for an employer challenge to a teacher's entitlement to unemployment compensation benefits.

29.06 To the extent that they do not conflict with the requirements of Ohio Revised Code Section 3319.17, the provisions of this Article supersede any contrary provisions of law.

ARTICLE XXX – SENIORITY

30.01 Definition of Seniority

Seniority shall mean the length of continuous employment in the Vermilion Local Schools as follows:

1. Seniority shall begin to accrue from the first day worked in a bargaining unit position, excluding tutor, supplemental and extended contracts.

2. Seniority shall accrue for all time an employee is on active pay status in the bargaining unit position, excluding tutor, supplemental and extended contracts.

3. Time spent on inactive pay status (unpaid leave or layoff), in a tutor position, or in a non-bargaining unit position shall not contribute to the accrual of seniority but shall not constitute a break in seniority.

4. Full-time employees shall accrue one (1) year of seniority for each year worked or be granted prorated seniority by days worked, if less than a year. For purposes of this section, a "year" shall be defined as each year that an employee has been in an active pay status for 120 or more days. An employee who is in an active pay status for fewer than 120 days in a school year will be awarded partial seniority based upon the number of days in an active pay status divided by 120.

5. Part-time employees shall accrue prorated seniority by calculation based upon a seven (7) hour and forty-five (45) minute day.

6. No employee shall accrue more than one (1) year of seniority in any work year.

30.02 Equal Seniority

1. A tie in seniority occurs when two (2) or more employees have the same amount of seniority credit as determined by the seniority list.

2. Ties in seniority shall be broken by the following method to determine the most senior employee:

   a. The employee with the first day worked in a bargaining unit position excluding supplemental and extended contracts; then

   b. The employee with the earliest date of employment (date of hire) in the bargaining unit position; then

   c. The date of the application which resulted in the most recent hire in a bargaining unit position;

   d. By drawing names, with the first drawn being most senior. This procedure shall be implemented in the presence of a designated Association representative.

30.03 Superseniority

1. For layoff purposes only, employees employed under continuing contract shall have greater seniority than employees employed under limited contract.

2. For layoff purposes only, the Association President shall be the most senior employee in the bargaining unit.

30.04 Loss of Seniority

Seniority shall be lost when an employee retires or resigns or otherwise leaves the employment of the Vermilion Local Schools.

30.05 Posting of Seniority List

The seniority list shall be emailed to all bargaining unit members by October 1 of each work year. The employer shall prepare and email a seniority list indicating, by area of certification/licensure, the first day worked, the date of hire, and the contract status (limited or continuing) of each employee. Said list shall be provided to the Association President on or before the date of email.

The names of employees on the seniority list shall appear in seniority rank order within areas of certification/licensure with the name of the most senior employee appearing at the top of the listing and the name of the last senior employee appearing at the bottom of the listing.

The names of employees who are certificated/licensed in more than one (1) area shall be included on the listing for all areas of certification/licensure.

30.06 Correction of Inaccuracies

Each employee shall have a period of thirty (30) days after posting of the seniority list in which to advise the Superintendent or designee, in writing, of any inaccuracies which affect their seniority. The Superintendent shall make such adjustments as may be in order. No protest shall be considered after thirty (30) days of the posting of the seniority list, and the list shall be considered as final until the next posting. The seniority list shall be finalized and emailed to all bargaining unit members by November 1 of each work year.

ARTICLE XXXI – TUITION WAIVER FOR CHILDREN OF VERMILION EMPLOYEES

31.01 Teachers who do not reside in the Vermilion Local School District but would like to have their child/children attend school in the District must apply to have their child/children attend school through the Board's Inter-District Open Enrollment Policy.

The child/children of teachers will be accepted through the Board's Inter-District Open Enrollment Policy provided VLSD has the appropriate specialized programming and associated specialized staff in place to meet the child's individual needs.

To be eligible for this benefit, the teacher must apply between March 1st and May 1st, prior to the school year of attendance, to have their child/children enrolled through the Board's Inter-District Open Enrollment Policy to attend the Vermilion Local Schools.

ARTICLE XXXII – ASSOCIATION RIGHTS

32.01 Association Membership

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

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

32.02 Meeting Facilities

The Association may use school facilities for meetings upon approval by the Superintendent or their designee at reasonable hours and when facilities are not in use. Should special custodial or other personnel service be required, the Association will reimburse the Board for such services.

32.03 Bulletin Board Space

The Association shall be provided bulletin board space in a place readily accessible to and normally frequented by all teachers in each school for posting of official notices and other official materials relating to Association activity or activities of its affiliates.

32.04 Mail Service

The Association shall be authorized to use school mail service and teacher mail boxes for the dispersal of Association materials within the Vermilion Local School District.

32.05 Policy Books

Board Policy Books will be made available for examination by any employee on the District Website.

32.06 The Board Agenda will be sent in advance, and made available at the Board office on the day of the meeting, to the Association President with respect to each regular or special Board meeting.

32.07 Personnel Policy Changes

The Board will inform the Association President as soon as practicable prior to any change of, deletion, or addition to Board Personnel Policies (Series 4000) not covered in this Master Agreement that pertain to the members of the bargaining unit.

32.08 The Association President and chief negotiator shall not be discriminated against by virtue of their positions.

32.09 The Board shall make available to members of the bargaining unit a directory listing the names, addresses, phone numbers, and job assignments of all employees who do not oppose publication of such data.

32.10 The Board shall furnish upon request by the Association President or the Association's chief negotiator one (1) copy, without charge, of the following documents:

a. Annual Appropriations Resolution (and amendments, if any);
b. Annual Report;
c. Amended Certificate of Estimated Resources;
d. The Treasurer's monthly computer financial report furnished to the Board.

32.11 Each year the Superintendent and VTA President will meet and attempt to schedule release time to accommodate the needs of the VTA President by mutual agreement. The following guidelines will apply to release time for the VTA President to perform their necessary duties: (1) the VTA President will not be scheduled for duty responsibilities such as parking lot, bus, lunch and recess, (2) the VTA President, if necessary, will have coverage once per week from a building substitute if not assigned in a classroom, and (3) the VTA President will sign out with the building principal when leaving the building during those times the President is not directly responsible for students.

32.12 VTA shall be granted access to one (1) exclusive hour during New Employee Orientation for members of the bargaining unit.

ARTICLE XXXIII – MANAGEMENT RIGHTS AND SAVINGS CLAUSE

33.01 Subject only to the provisions of this Agreement, the Board retains all inherent rights to manage the Vermilion Schools as set forth in O.R.C. Chapter 4117. Specific rights include:

a. The right to determine and from time to time redetermine the number, location, and type of programs.

b. The right to discontinue programs.

c. The right to determine starting and quitting times within a day consisting of seven

(7) hours and forty-five (45) minutes.

d. The right to establish, change, combine or abolish positions.

e. The right to determine the number and qualification requirements of its employees.

In the exercise of its rights under this Article, the Board shall not discriminate against a member of the bargaining unit.

33.02 Subject only to the provisions of this Agreement, the Association retains its rights as set forth in O.R.C. Chapter 4117.

ARTICLE XXXIV – DISTRIBUTION OF AGREEMENT

34.01 The Association shall be responsible for the distribution of the Agreement to each member of the bargaining unit. The Board will post the Agreement on the District website for access purposes.

ARTICLE XXXV – CONFLICT WITH LAW

35.01 If any provision of this Agreement or any application of its terms to any member of the bargaining unit shall be found contrary to any federal or state statute, federal or state regulation or federal or state ruling or court order, then such provision or application shall be inoperative but the remaining provisions of this Agreement shall continue in full force and effect.

ARTICLE XXXVI – NO STRIKE CLAUSE

36.01 The Association and all members of the bargaining unit shall not engage in any strike, slowdown, or withholding of services against the Vermilion Local School District for the duration of this Agreement.

ARTICLE XXXVII – IN SERVICE TRAINING

37.01 Each bargaining unit member may be provided with the option of attending a half (1/2) day seminar in each year of the successor agreement, to be paid at the individual employee's prorated per diem rate and may also have their professional meeting expenses paid for as per the provisions of Article 10. Seminars must be pre-approved by the Administration. For purposes of this Article, a half (1/2) day program is at least 3.5 hours of presentation, which need not be in the same day.

37.02 There may be up to four (4) days of District-directed professional development, to be compensated at the hourly-project rate. Bargaining unit members' attendance shall be voluntary.

37.03 Bargaining unit members shall be provided adequate training and/or professional development for school programs. Should said training occur during the normal work day, bargaining unit members shall be provided substitutes for classroom coverage.

ARTICLE XXXVIII – RESIDENT EDUCATOR MENTORING PROGRAM

38.01 The Resident Educator Mentoring Program shall provide mentoring to bargaining unit members new to the teaching profession working to obtain a five-year professional educator license.

A. Purpose:

The purpose of the Resident Educator Mentoring Program is to provide a program of positive formal support including mentoring to foster professional growth of all new teachers to the District.

The Resident Educator Mentoring Program does not replace the District employment evaluation which will determine continued employment.

B. Mentor Qualifications:

To be eligible to serve as a Mentor to a Resident Educator, a teacher must hold a five-year professional license or two-year professional license that has been renewed two (2) or more times (permanent certificate holders are also included); and have five (5) years teaching experience, three (3) of which were in the District.

Preferably, Mentors should be from the same subject area and grade level as the Resident Educator. Additionally, it is preferred that Mentors be individuals who have demonstrated their ability to utilize a variety of instructional methods and communicate with colleagues constructively.

C. Training for Mentors:

All Mentors for Resident Educators must attend and complete state-sponsored mentor training. Training shall be provided to Mentors at the Board's expense. Mentors shall be provided release time to attend said training. Such training time shall be in addition to any other professional leave to which the Mentor may be entitled. Should the training occur during the summer, the Mentor will be compensated at the hourly project rate.

D. Compensation and Workload:

Mentors shall be compensated according to the Supplemental Salary Schedule for their services. No Mentor shall be assigned more than one (1) Resident Educator at a time during a school year.

The Mentor shall be assured of adequate time during the workday to meet with the assigned Resident Educator, including release time to observe their assigned Resident Educator a minimum of three (3) times per school year.

E. Confidentiality:

The Mentor will maintain confidentiality in all interactions, written or verbal, that pertain to instructional issues with the Resident Educator. No Mentor may be compelled to release information regarding the Resident Educator teacher's progress or to make recommendations regarding their employment.

F. Resident Educators:

All bargaining unit members working to obtain a five-year professional educator license must participate in the Resident Educator Program.

An orientation to the Resident Educator Program shall be provided by the Curriculum Director to all Resident Educators at the beginning of their first year of employment with the District.

Resident Educators shall be assured of adequate time during the workday to meet with their assigned Mentor, including release time to observe other teachers at least two (2) times per school year.

G. Program Coordinator:

A Program Coordinator will be designated by the Superintendent to oversee the Resident Educator. Any problems with the Resident Educator or a Mentor will be handled by the Program Coordinator. Mentors can be replaced if the Program Coordinator feels that it is necessary and the pay will be pro-rated. Any decisions made concerning Mentors in the performance of their role as a Mentor shall not be considered in the teacher evaluation process.

ARTICLE XXXIX – ONLINE COURSES

39.01 Online courses will be reviewed together at least once per semester by the Association and Administration to discuss future course offerings, the effectiveness of such courses, and any issues and concerns related to the impact of online instruction within the District.

ARTICLE XL – DISCIPLINE

40.01 Member Discipline

A. All disciplinary action shall be applied in accordance to the following progressive steps, when appropriate, unless said offense is of such a nature that warrants either elimination of the first two steps in the progressive disciplinary procedure or immediate termination procedures by the Board of Education.

B. The parties recognize that the severity of offenses will not always coincide with the progressive discipline steps. It will be determined by the Superintendent as to what step on the progressive disciplinary procedure the employee shall be placed.

C. The following are the Progressive Disciplinary Steps:

1. Verbal warning with written acknowledgment (document date and infraction);

2. Formal written reprimand;

3. Suspension without pay for up to five (5) days, to be carried out by the Superintendent.

D. Teacher termination appeals shall be exclusively through the procedures set forth in Ohio Revised Code 3319.16.

ARTICLE XLI – NON-DISCRIMINATION

41.01 The Board of Education shall prohibit adverse actions related to employment decisions, the application of any provision of this collective bargaining agreement, the creation and/or application of any Board of Education Policy, and shall prohibit bullying, harassment of any kind, or any other act of discrimination, based upon any of the following:

Age, race, national origin, disability, religion, gender, gender identity, gender expression, sexual orientation, marital status, veteran status, political affiliation, union membership or activism.

Further, all personally identifiable and medical information relating to any of the above shall be considered confidential information and will not be released except as required by local, state, or federal law. The Board of Education shall respect and uphold each employee's right to privacy and constitutional rights as citizens.

ARTICLE XLII – EXECUTION

42.01 As authorized representatives of the Board and the Association, and in evidence of our approval of the terms and conditions contained in this Agreement, we do hereby affix our signatures to this Agreement on the 2 day of JULY, 2025.

VERMILION LOCAL SCHOOL DISTRICT BOARD OF EDUCATION

Superintendent

President, Board of Education

VERMILION TEACHERS ASSOCIATION

President

MARCH 19, 2025 SIDE LETTER
REGARDING REVISION OF THE SENIORITY LIST

Assuming ratification by the parties of the changes to Section 30.01 in the Agreement, the VTA will identify which members who currently have a partial year of seniority would have received a full year of seniority if the new language in Section 30.01(4) had been in effect at the time the member was awarded a partial year of seniority. On or before August 31, 2025, the VTA shall provide that list of names and proposed updated seniority placement to the Superintendent for review. The updated seniority list will be reflected in the list provided to members under Section 30.05.

EXTENDED CONTRACT CERTIFICATE

It is hereby certified that with respect to the contract, agreement, obligation, payment, wage and salary schedule or order for the expenditure of funds attached hereto that the Vermilion Local School District has in effect for the remainder of the current fiscal year (July 1 to June 30) and the succeeding fiscal year (July 1 to June 30), the authorization to levy taxes, including the renewal of existing levies, which, when combined with the estimated revenue from all other sources available to the district at the time of the certification, are sufficient to provide operating revenues necessary to enable the district to operate an adequate educational program for a number of days equal to two times the number of days instruction was held in the last completed fiscal year (July 1 to June 30) for all the days set forth in its adopted school calendars for the current fiscal Year (July 1 to June 30) and for a number of days in the succeeding fiscal year (July 1 to June 30) equal to the number of days instruction was held or is scheduled for the current fiscal year (July 1 to June 30).

The Certificate is given in compliance with Sections 5705.41, 5705.412, and 5705.44 of the Ohio Revised Code.

6/26/2025
Date

Treasurer, Board of Education
Vermilion Local School District
Vermilion, Ohio

7/2/2025
Date

President, Board of Education
Vermilion Local School District
Vermilion, Ohio

6/30/25
Date

Superintendent
Vermilion Local School District
Vermilion, Ohio

APPENDIX A

VERMILION LOCAL SCHOOL DISTRICT

ABSENCE DAY RESERVE PLAN

DONATING MEMBER FORM

If a bargaining unit member exhausts their sick leave accumulation, another bargaining unit member may voluntarily donate up to six (6) days of their accumulated sick leave to the absent teacher. The absent teacher will be credited with one (1) day for each of one (1) day donated.

Donated sick leave shall be added to the accumulated sick leave of the absent bargaining unit member and deducted from the donating member.

Donated sick leave may not be used for severance pay and will not carry over from one school year to the next.

Donated sick leave days must be submitted to the Treasurer three (3) work days prior to the need of the absent member. This requirement may be waived at the discretion of the Superintendent. However, any waiver decision by the Superintendent shall not set precedent for future requests for waiver.

****

As per Article VIII, 8.06C of the Negotiated Agreement, I voluntarily donate _____ day(s)

of my accumulated sick leave to _____

_____ _____

SIGNATURE OF DONOR DATE

VERMILION LOCAL SCHOOL DISTRICT
PROFESSIONAL MEETING NOTIFICATION

PART I ***REQUEST TO ATTEND A PROFESSIONAL MEETING***
This portion to be completed and submitted to Principal/Supervisor at least 10 days prior to meeting.

Name of Applicant:_____ School/Dept._____

Meeting to be attended:_____ Location:_____

Meeting Date(s):_____ Meeting Time:_____ Total Days Absent from Work:_____

MY ESTIMATED EXPENSES FOR THIS MEETING ARE:

Registration fees: $_____ to be paid to:_____
CHECK ONE: Registration fee is to be paid: _____ in advance _____ reimbursed to employee

Lodging:_____ nights X $_____ per night Name of Hotel_____

Food Costs (approx.) $_____ **Mileage**: (miles _____) $_____

Other (parking, etc.)_____ No expenses: _____

_____ **I request Reimbursement of Half Day Per Diem for Approved In-Service Training**
Date of Program:_____ **Name of Program:**_____

APPROVAL: Principal/Supervisor:_____ Superintendent:_____

ACCOUNT CODE(S) TO BE USED FOR REIMBURSEMENT

XREF	Fund	Function	OBJ	SCC	Subject	O.U.	I.L.	Job	Amount

STOP HERE

SUBMIT TO PRINCIPAL OR SUPERVISOR FOR APPROVAL

COMPLETE BOTTOM AFTER ATTENDING MEETING:

PART II ***DOCUMENTATION OF ACTUAL EXPENSES TO BE REIMBURSED***
Complete this portion, attach original receipts and submit to Principal or Supervisor for approval

PLEASE NOTE: ANY EXPENSES NOT TURNED IN WITHIN 30 DAYS OF DATE OF MEETING WILL NOT BE REIMBURSED (Article 10.01 B and E)

PLEASE REIMBURSE THE FOLLOWING EXPENSES – *MY RECEIPTS ARE ATTACHED:*

Registration: $_____ **Lodging**: _____ nights X $_____ per night = $_____

Meals: $_____ **Mileage**:_____ nights X $_____ per night = $_____

Other – Give detailed explanation:_____

Reimbursement for ½ day per diem for Approved In-Service Training:_____
(Attach appropriate documentation for attendance.)

Total Expected Reimbursement: $_____

_____ _____
Applicant's Signature Principal/Supervisor Approval

Certified Staff Only: Amount approved for payment $_____ By:_____
Superintendent

SEE REVERSE FOR INSTRUCTIONS

PROFESSIONAL MEETING REIMBURSEMENT FORM

INSTRUCTIONS

1. Employee will complete top ½ of form, including an estimate of all expenses for which reimbursement is requested.

2, Employee will submit form to Principal or Supervisor for approval, along with *completed* registration form for conference/meeting, if needed.

3. Principal or Supervisor will send approved requests to the Superintendent or Assistant Superintendent for final approval.

4. Employee will receive a copy of the approved form prior to the date of the requested meeting. Approved form will be used to request reimbursement.

5. WITHIN THIRTY (30) DAYS AFTER ATTENDANCE AT MEETING, Employee will complete bottom ½ of approved form, attach ORIGINAL receipts, and submit to Principal or Supervisor for approval of expenses. ANY EXPENSES SUBMITTED AFTER THIRTY (30) DAYS WILL NOT BE REIMBURSED.

6. Principal or Supervisor will forward completed expense forms and all receipts to the Treasurer's office for reimbursement.

7. Reimbursements will be processed in the next regularly scheduled check run after request is received, provided all documentation is in order.

8. HALF DAY REIMBURSEMENT FOR APPROVED IN-SERVICE TRAINING – Date to be reimbursed must be a non-scheduled work day. Documentation of attendance at approved in-service training must be provided before payment will be made.

PLEASE NOTE:
FAILURE TO FOLLOW INSTRUCTIONS WILL RESULT IN DELAY IN PROCESSING REIMBURSEMENT AND/OR REGISTRATION REQUESTS.

PLEASE SUBMIT COMPLETE INFORMATION

Allowable Expenses – CERTIFIED STAFF (See V.T.A. Negotiated Agreement Article X)

Registration Fee – RECEIPTS ARE REQUIRED

Lodging – Up to $150.00 per night, plus tax (Unless attending a conference attached to the hotel. The conference pricing for hotel will be paid) – RECEIPTS ARE REQUIRED

Mileage at the IRS established rate

Incidental Expenses (parking, tolls, etc.) – RECEIPTS ARE REQUIRED

Other Transportation arrangements as approved by the Superintendent

Meals – Breakfast $10.00 limit Lunch - $10.00 limit Dinner - $25.00 limit – RECEIPTS ARE REQUIRED

All expenses must be approved in advance and receipts documenting cost are required as noted.

Allowable Expenses – CLASSIFIED STAFF

Refer to Article 33.06 of the Negotiated Agreement.

APPENDIX C

VERMILION LOCAL SCHOOL DISTRICT
SPECIAL/HOURLY PROJECT RATE TIME SHEET
FOR CONFERENCES AND EXTRA PROJECTS

Article 5.11 The hourly project rate is $34.

Article 14.01 *In special circumstances, teachers may be required to have parent conferences outside the normal workday, which will be compensated at the project hourly rate.*

An equal amount of release time will be given for parent conferences that occur outside the workday and do not exceed fifteen (15) minutes. Parent conferences that require more than fifteen (15) minutes outside the workday will be compensated at the hourly project rate in increments of quarter hours.

EMPLOYEE NAME:_____ BUILDING:_____

EVENT/PROJECT:_____

Date	Time In A.M.	Time Out A.M.		Time In P.M.	Time Out P.M.	Total Time

TOTAL HOURS REQUESTED:_____

*Note: Time should be rounded to nearest 15-minute interval

Signature of Employee:_____ Date:_____

Signature of Supervisor:_____ Date:_____

OFFICE USE ONLY

Payroll Date:_____ Codes:

001-1110-113-004-16 VES
001-1120-113-005-16 SMS
001-1130-113-003-16 VHS

APPENDIX D

VERMILION LOCAL SCHOOL DISTRICT
COLLEGE CREDIT REIMBURSEMENT REQUEST

_____ _____

NAME SCHOOL YEAR

Request for approval of reimbursement must be made BEFORE COURSE COMPLETION

As per the Memorandum of Grievance Resolution dated March 31, 1998, courses which qualify for reimbursement may not count for advancement on the salary schedule or license upgrade. Only **graduate (semester/quarter) hours** qualify for advancement on the salary schedule.

_____ **I am taking courses for graduate credit.**

I wish to receive 50% reimbursement or $1500, whichever is less, as per Article 12.01 in the Negotiated Agreement. Before I can receive reimbursement, I understand I must present satisfactory documentation (original receipts) of costs for course(s) and textbooks. Official transcript of grades showing satisfactory completion of the course work must also be sent to the Superintendent's office.

ATTACHED TO THIS REQUEST IS A COPY OF THE INSTITUTION'S CATALOG COURSE DESCRIPTION.

NOTE: Deadline to submit receipts and transcript of grades is September 30.
Payment will be made by October 15.

COURSES REQUESTED FOR REIMBURSEMENT:

UNIVERSITY NAME	COURSE NAME	COURSE #	# OF HOURS	COST

_____ _____ _____ _____

Date Signature of Applicant Date Signature of Superintendent

----------DO NOT WRITE BELOW THIS LINE----------

Total Amount of Courses Taken: $_____ **REIMBURSEMENT AMOUNT: $_____**

_____ Received Course Description

_____ Received Receipts

_____ Received Transcripts/Grades

APPENDIX E

VERMILION LOCAL SCHOOL DISTRICT
SUPPLEMENTAL CONTRACT COMPLETION FORM

TO: VERMILION BOARD OF EDUCATION
TREASURER'S OFFICE

EMPLOYEE:

This letter is to inform the Treasurer's office that as of _____, I have fulfilled all contractual responsibilities and obligations pertaining to my supplemental contract for the position of _____.

_____ _____
Employee Date

Submit this form to your Principal or Athletic Director for approval

---

ADMINISTRATOR / SUPERVISOR:

This will verify to the Treasurer that _____ has fulfilled all contractual responsibilities and obligations pertaining to the position of _____ and should receive payment for services rendered as stated in the Master Agreement.

_____ _____
Administrator / Athletic Director Date

Submit completed form to Sandy Williams at the Administration Office

---

Administrative Office Use

_____ Contract Signed

_____ Pupil Activity Supervisor Permit received

_____ All activity financial transactions are completed

Payment will not be made until ALL of the requirements of the position are completed

APPENDIX F

VERMILION LOCAL SCHOOLS

APPLICATION FOR ASSAULT LEAVE

Name:_____

Building to which assigned:_____

Date of assault:_____

Identify the assailant(s), if known:_____

_____

_____

State the nature of the injuries sustained:_____

_____

State the facts surrounding the assault:_____

_____

_____

Are you willing to participate and cooperate with the Board of Education in pursuing legal action against the assailant(s)? YES NO (circle one)

Did your injuries require medical attention? YES NO (circle one)

If your injuries did require medical attention, give the name of the attending physician and the date (dates) of treatment:_____

_____

If medical attention was required, you must supply a certificate from your physician stating the nature and duration of your disability in order to qualify for assault leave under Ohio law.

Signature:_____ Date:_____

APPENDIX G-1

VERMILION LOCAL SCHOOLS
GRIEVANCE FORM I

Distribution of Forms:
1. Principal or Supervisor
2. Association Grievance Chairperson
3. Grievant

A. Name of Grievant: _____

B. Date filed: _____

C. Date(s) grievance occurred: _____

D. Facts upon which grievance is based and specification of provision(s) of Agreement violated, misinterpreted, or misapplied: _____

_____

_____

_____

E. The remedy sought: _____

_____

_____

_____

F. Name of Principal or Immediate Supervisor with whom this grievance is being filed:

_____

G. Disposition and reasons for such disposition: _____

_____

_____ _____
Signature of Grievant Date

_____ _____
Signature of Principal/Immediate Supervisor Date

APPENDIX G-2

** Grievant reserves the right to amend this grievance prior to arbitration

VERMILION LOCAL SCHOOLS
GRIEVANCE FORM II

Distribution of Forms:
1. Superintendent
2. Association Grievance Chairperson
3. Grievant

A. Name of Grievant: _____

B. Date filed: _____

C. Date(s) grievance occurred: _____

D. Facts upon which grievance is based and specification of provision(s) of Agreement violated, misinterpreted, or misapplied: _____

_____

_____

_____

E. The remedy sought: _____

_____

_____

_____

F. Name of Superintendent: _____

G. Disposition and reasons of Superintendent: _____

_____

_____ _____
Signature of Grievant Date

_____ _____
Signature of Superintendent Date

APPENDIX G-3

** Grievant reserves the right to amend this grievance prior to arbitration

VERMILION LOCAL SCHOOLS
GRIEVANCE FORM III

Distribution of Forms:
1. Treasurer of Board
2. Association Grievance Chairperson
3. Grievant

A. Name of Grievant: _____

B. Date filed: _____

C. Date(s) grievance occurred: _____

D. Facts upon which grievance is based and specification of provision(s) of Agreement violated, misinterpreted, or misapplied: _____

_____

_____

_____

E. The remedy sought: _____

_____

_____

_____

F. Disposition of Board of Education: _____

_____

_____ _____
Signature of Grievant Date

_____ _____
Signature of President of Board Date

APPENDIX H

VERMILION LOCAL SCHOOLS
ROUND TRIP MILEAGE ALLOWANCE

ROUND TRIP FROM VERMILION TO:	MILEAGE
Ada, OH	243
Admiral King, Lorain	25
Akron, OH	130
Amherst, OH	25
Anthony Wayne High School Ashland, OH	175 81
Attica, OH	120
Avon Lake, OH	50
Avon, OH	45
Barberton, OH	160
Bath, OH	110
Bay Village High School	65
Beachwood, OH	124
Bellevue, OH	75
Berea, OH	78
Berlin-Milan BOE	45
Black River High School	80
Bowling Green State University	160
Brandywine	100
Brecksville, OH	115
Brookside High School	50
Brunswick, OH	88
Buckeye High School, Medina	105
Bucyrus, OH	141
Butler, OH	189
Camp Nuhop	145
Case Western Reserve University	98
Cincinnati, OH	470
Clearview High School	30
Cleveland Downtown	94
Cleveland, Natural History Museum	110
Cleveland, Playhouse Sq/Cleve. St.	94
Cleveland, Rock & Roll Hall of Fame	87
Cleveland, Science Museum	85
Cloverleaf High School	110
Clyde High School	95
Columbus, OH	240
Dayton, OH	423
Dover, OH	180
Edison High School, Milan	40

ROUND TRIP FROM VERMILION TO:	MILEAGE
EHOVE	42
Elyria Catholic High School	40
Elyria High School	40
Elyria West High School	35
Erie County Courthouse, Sandusky	50
Erie-Huron-Ottawa ESC, Sandusky	47
Fairview Park, OH	76
Findlay, OH	175
Firelands College, BGSU, Huron	34
Firelands High School, Oberlin	25
Fremont, OH	102
Galion, OH	121
Great Northern Mall	63
Grove City, OH	263
Huron, OH	25
Independence, OH	110
Keystone High School	58
Lagrange, OH	55
Learwood School	55
LEECA - Elyria	32
Lexington, OH	135
Lorain Catholic High School	30
Lorain County Community College	40
Lorain County Courthouse, Elyria	47
Lorain County ESC	32
Lorain County JVS, Oberlin	45
Lorain High School	25
Lorain Palace Theater	20
Mansfield, OH	110
Mansfield-Madison High School	114
Mansfield-Madison Junior High	118
Margaretta, OH	55
Marion, OH	224
Massillon, OH	185
McCormick School	30
Mentor, OH	134
Midpark High School, Berea, OH	93
Midview High School	55
Midway Mall, Elyria	37
Milan, OH	40

ROUND TRIP FROM VERMILION TO:	MILEAGE
Mohican Park	120
Monroeville, OH	48
New London High School	55
Nord Center, Lorain	25
North Olmsted, OH	56
North Ridgeville, OH	50
Northfield, OH	135
Northwood School, Elyria	40
Norwalk, OH	45
Oak Harbor High School	102
Oberlin, OH	40
Ohio State University	210
Olmsted Falls, OH	63
Ontario, OH	150
Orange High School	120
Orrville, OH	150
Ottawa, OH	176
Penta County JVS	155
Perkins High School	45
Perrysburg, OH	155
Poland, OH	220
Port Clinton, OH	70
Ravenna, OH	165
Rocky River, OH	65
Sandusky - Greentree Inn	44
Sandusky, OH	45
Sandusky - St. Mary's School	50
Sawmill Creek Resort, Huron	34
Shaker Heights, OH	131
Shawnee School, Huron	23
Sheffield, OH	50
Shelby, OH	135
Solon High School	125
Southview High School, Lorain	40
St. Edwards High School, Lakewood	80
St. Mary Elementary, Vermilion	2
Strongsville, OH	80
Tiffin, OH	130
Toledo University	168

ROUND TRIP FROM VERMILION TO:	MILEAGE
Toledo, OH	162
Twinsburg, OH	125
VanBuren, OH	183
Vermilion - All Banks	4
Vermilion - Germans Villa	9
Vermilion Family YMCA	5
Vermilion Post Office	4
Wadsworth, OH	142
Wellington High School	60
Wellington Middle School	64
Westlake High School	62
Westwood School, Elyria	40
Whittier School, Lorain, OH	40
Willard, OH	105
VERMILION LOCATIONS:	
South Street	4
Vermilion Intermediate	4
Sailorway Middle	2
Vermilion High School	2

APPENDIX I

VERMILION LOCAL SCHOOLS - ERIE COUNTY																
TEACHERS' SALARY SCHEDULE																
2025-2026 SCHOOL YEAR																
BASE $40,575.57	$40,575.57															
1.005 A - SALARY SCHEDULE			2.00		3.00		4.00		5.00		6.00		7.00			
CR.	BACHELORS		BACH+18		BACH+30		MASTERS		MASTERS+18		MASTERS+30		MASTERS+45		DOCTORATE	
YRS	Level 1		GRAD HRS. OR		GRAD HRS.				GRAD HRS.		GRAD HRS.		GRAD HRS.			
EXP			150 SEM HRS.													
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.00	$40,575.57	1.08	$43,821.62	1.13	$45,850.40	1.18	$47,879.18	1.23	$49,907.95	1.28	$51,936.73	1.33	$53,965.51	1.38	$55,994.29
1	1.08	$43,821.62	1.13	$45,850.40	1.18	$47,879.18	1.23	$49,907.95	1.28	$51,936.73	1.33	$53,965.51	1.38	$55,994.29	1.43	$58,023.07
2	1.13	$45,850.40	1.18	$47,879.18	1.23	$49,907.95	1.28	$51,936.73	1.33	$53,965.51	1.38	$55,994.29	1.43	$58,023.07	1.48	$60,051.85
3	1.18	$47,879.18	1.23	$49,907.95	1.28	$51,936.73	1.33	$53,965.51	1.38	$55,994.29	1.43	$58,023.07	1.48	$60,051.85	1.53	$62,080.63
4	1.23	$49,907.95	1.28	$51,936.73	1.33	$53,965.51	1.38	$55,994.29	1.43	$58,023.07	1.48	$60,051.85	1.53	$62,080.63	1.58	$64,109.41
5	1.28	$51,936.73	1.33	$53,965.51	1.38	$55,994.29	1.43	$58,023.07	1.48	$60,051.85	1.53	$62,080.63	1.58	$64,109.41	1.63	$66,138.18
6	1.33	$53,965.51	1.38	$55,994.29	1.43	$58,023.07	1.48	$60,051.85	1.53	$62,080.63	1.58	$64,109.41	1.63	$66,138.18	1.68	$68,166.96
7	1.38	$55,994.29	1.43	$58,023.07	1.48	$60,051.85	1.53	$62,080.63	1.58	$64,109.41	1.63	$66,138.18	1.68	$68,166.96	1.73	$70,195.74
8	1.43	$58,023.07	1.48	$60,051.85	1.53	$62,080.63	1.58	$64,109.41	1.63	$66,138.18	1.68	$68,166.96	1.73	$70,195.74	1.78	$72,224.52
9	1.48	$60,051.85	1.53	$62,080.63	1.58	$64,109.41	1.63	$66,138.18	1.68	$68,166.96	1.73	$70,195.74	1.78	$72,224.52	1.83	$74,253.30
10	1.53	$62,080.63	1.58	$64,109.41	1.63	$66,138.18	1.68	$68,166.96	1.73	$70,195.74	1.78	$72,224.52	1.83	$74,253.30	1.88	$76,282.08
11	1.58	$64,109.41	1.63	$66,138.18	1.68	$68,166.96	1.73	$70,195.74	1.78	$72,224.52	1.83	$74,253.30	1.88	$76,282.08	1.93	$78,310.86
12	1.63	$66,138.18	1.68	$68,166.96	1.73	$70,195.74	1.78	$72,224.52	1.83	$74,253.30	1.88	$76,282.08	1.93	$78,310.86	1.98	$80,339.63
13	1.68	$68,166.96	1.73	$70,195.74	1.78	$72,224.52	1.83	$74,253.30	1.88	$76,282.08	1.93	$78,310.86	1.98	$80,339.63	2.03	$82,368.41
14	1.73	$70,195.74	1.78	$72,224.52	1.83	$74,253.30	1.88	$76,282.08	1.93	$78,310.86	1.98	$80,339.63	2.03	$82,368.41	2.08	$84,397.19
15	1.78	$72,224.52	1.83	$74,253.30	1.88	$76,282.08	1.93	$78,310.86	1.98	$80,339.63	2.03	$82,368.41	2.08	$84,397.19	2.13	$86,425.97
16	1.83	$74,253.30	1.88	$76,282.08	1.93	$78,310.86	1.98	$80,339.63	2.03	$82,368.41	2.08	$84,397.19	2.13	$86,425.97	2.18	$88,454.75
17			1.93	$78,310.86	1.98	$80,339.63	2.03	$82,368.41	2.08	$84,397.19	2.13	$86,425.97	2.18	$88,454.75	2.23	$90,483.53
18					2.03	$82,368.41	2.08	$84,397.19	2.13	$86,425.97	2.18	$88,454.75	2.23	$90,483.53	2.28	$92,512.31
19							2.13	$86,425.97	2.18	$88,454.75	2.23	$90,483.53	2.28	$92,512.31	2.33	$94,541.08
20									2.23	$90,483.53	2.28	$92,512.31	2.33	$94,541.08	2.38	$96,569.86
21											2.33	$94,541.08	2.38	$96,569.86	2.43	$98,598.64
22													2.43	$98,598.64	2.48	$100,627.42
23															2.53	$102,656.20

VERMILION LOCAL SCHOOLS		
2025-2026	$40,575.57	
5.03B SCHEDULE "B" - EXTENDED TIME WILL BE PAID ON A PER DIEM BASIS.		
5.03C SCHEDULE "C" - CO-CURRICULAR AND ADDITIONAL DUTIES		
$40,575.57	BASE	

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1.	CHEERLEADER ADVISOR								
	H.S. – W.R/FB/BK (Per Sport)	11	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29	$2,941.73	$3,043.17
	Asst. H.S. - WR/FB/BK (Per Sport)	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Head SMS Cheerleader Advisor (per year)	17	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44
	Asst. SMS Cheerleader Advisor (per year)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
2.	PUBLICATIONS								
	Newspaper – H.S.	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
	Yearbook	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Newspapers – SMS	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Broadcast Journalism VHS	10	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29
3.	DEPARTMENT HEADS								
	Includes Library and Guidance PreK-12	13	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92
4.	Team Leaders K-8	12	$2,637.41	$2,738.85	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05
5.	CLASS ADVISORS								
	Senior	26	$5,477.70	$5,579.14	$5,680.58	$5,782.02	$5,883.46	$5,984.90	$6,086.34
	Asst. Senior Class Advisor	12	$2,637.41	$2,738.85	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05
	Junior	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Sophomore	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Freshman	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
6.	STUDENT COUNCIL ADVISORS								
	Student Council Advisor – SMS	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78
	Student Council Advisor – HS	24	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58
	8th Grade Class Advisor	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Student Council Advisor – VES	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
7.	CLASS TRIP ADVISOR								
	Class Trip Advisor(s) – one per trip	3	$811.51	$912.95	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15
	Overnight Class Trip Instructional Chaperone	0	$304.32	$357.07	$405.76	$458.50	$507.19	$559.94	$608.63
8.	CLUB ADVISORS								
	Robotics Team Advisor	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
	E-Sports Team Advisor	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
	Educators Rising.	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Chess	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	SMS Service Club Advisor	5	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90
	VHS Sailor Pride Advisor	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Educational Fair Coordinator(s) – one per fair; up to five (5) coordinator positions per school year	5	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90
	Science Olympiad Advisor	5	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90
	HS Art Club	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
	SMS Art Club	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
9.	N.H.S. ADVISOR	8	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53
10	Ski Club Director – VHS	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78
	Asst. Ski Club Advisor - VHS	1	$405.76	$507.19	$608.63	$710.07	$811.51	$912.95	$1,014.39
	Ski Club Director - SMS	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78
	Asst. Ski Club Advisor - SMS	1	$405.76	$507.19	$608.63	$710.07	$811.51	$912.95	$1,014.39
11	Drama Director - VHS	12	$2,637.41	$2,738.85	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05
	Asst. Drama Advisor (VHS)	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
	Asst. Drama Club Advisor (SMS)	11	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29	$2,941.73	$3,043.17
12	TEAM ADVISORS								
	Academic Challenge Advisor – VHS	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Asst. Academic Challenge Advisor – VHS	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Academic Challenge Advisor - SMS	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Asst. Academic Challenge Advisor – SMS	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Model UN Advisor	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Debate Team Advisor	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
	Assistant Debate Advisor	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
	Mock Trail Advisor	10	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29
13	Friday School – VHS	10	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
14.	MUSIC ACTIVITIES								
	Marching Band	29	$6,086.34	$6,187.78	$6,289.21	$6,390.65	$6,492.09	$6,593.53	$6,694.97
	Asst. Marching Band (1 position)	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	HS Marching Band Percussion Instructor	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
	Pep Band	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78
	H.S. Performing Choirs	10	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29
	Asst. H.S. Performing Choirs	1	$405.76	$507.19	$608.63	$710.07	$811.51	$912.95	$1,014.39
	M.S. Performing Choir	0	$304.32	$357.07	$405.76	$458.50	$507.19	$559.94	$608.63
	H.S. Performing Band	10	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29
	Asst. H.S. Performing Band	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	M.S. Performing Band	1	$405.76	$507.19	$608.63	$710.07	$811.51	$912.95	$1,014.39
	H.S. Sailor Jazz	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78
	Soundsation	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78
	H.S. Majorette Advisor	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	M.S. Majorette Advisor	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	H.S. Flag Corps Advisor	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
	Asst. H.S. Flag Corps Advisor	5	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90
	M.S. Flag Corps Advisor	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Production Asst. Major Musical	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Dramatic Director Major Musical	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Asst. Director Major Musical	11	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29	$2,941.73	$3,043.17
	Technical Director Major Musical	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Orchestra Major Musical	10	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41	$2,738.85	$2,840.29
	Pianist Major Musical	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Choreographer Major Musical	5	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90
	Elementary Music Public Performance K-5	0	$304.32	$357.07	$405.76	$458.50	$507.19	$559.94	$608.63
	Public Performance K-12 (Art)	0	$304.32	$357.07	$405.76	$458.50	$507.19	$559.94	$608.63
15.	BUILDING TECHNOLOGY COORDINATOR	25	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58	$5,782.02	$5,883.46
16.	F.A.C.E.T.S.								
	Independent Study/Studies	1	$405.76	$507.19	$608.63	$710.07	$811.51	$912.95	$1,014.39
	Teacher Directed Seminar	2	$608.63	$710.07	$811.51	$912.95	$1,014.39	$1,115.83	$1,217.27
	Advanced Placement Class	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	College Credit Plus Class (per year/per teacher)	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Faculty Gifted Coordinator	23	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70
17.	SUBJECT/SERVICE ORGANIZATION								
	Family, Career & Community Leaders of America (FCCLA)	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	LEO Club Advisor	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Librarian	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
18	TEACHER MENTORS								
.									
	Program Coordinator	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02
	Resident Educator Mentor(s)/Facilitator(s)	3	$811.51	$912.95	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15
	Experienced Teacher**(s)**	1	$405.76	$507.19	$608.63	$710.07	$811.51	$912.95	$1,014.39
19	PROJECT FACILITATOR								
	Credit Flexibility Facilitator	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
20	GUARD INSTRUCTORS								
	Winter Guard – High School	9	$2,028.78	$2,130.22	$2,231.66	$2,333.10	$2,434.53	$2,535.97	$2,637.41
	Asst. Winter Guard – High School	5	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90
	Winter Guard – Middle School	4	$1,014.39	$1,115.83	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02

5.03D SCHEDULE "D" - ATHLETIC RESPONSIBILITIES
(Beginning 2001-2002 Count Experience for High School and Middle School Level - with verification from District Treasurer).

BASE $40,575.57

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1.	FOOTBALL								
	Head FB High School	44	$9,129.50	$9,230.94	$9,332.38	$9,433.82	$9,535.26	$9,636.70	$9,738.14
	Asst. FB High School (7)	24	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58
	Head FB Middle School – 7th Grade	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Asst. FB Middle School -7th Grade (1)	13	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92
	Head FB Middle School – 8th Grade	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Asst. FB Middle School – 8th Grade (1)	13	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92
2.	BASKETBALL								
	Head BK High School – Boys	43	$8,926.63	$9,028.07	$9,129.50	$9,230.94	$9,332.38	$9,433.82	$9,535.26
	Asst. BK High School (3)	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Head BK High School – Girls	43	$8,926.63	$9,028.07	$9,129.50	$9,230.94	$9,332.38	$9,433.82	$9,535.26
	Asst. BK High School (3)	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Head BK Middle School – Boys - 7th Grade	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Head BK Middle School – Boys – 8th Grade	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Head BK Middle School – Girls – 7th Grade	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Head BK Middle School – Girls – 8th Grade	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
3.	WRESTLING								
	Head WR High School - Boys	43	$8,926.63	$9,028.07	$9,129.50	$9,230.94	$9,332.38	$9,433.82	$9,535.26
	Asst. WR High School – Boys (2)	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Head WR High School - Girls	43	$8,926.63	$9,028.07	$9,129.50	$9,230.94	$9,332.38	$9,433.82	$9,535.26
	Asst. WR High School – Girls (1)	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Head WR Middle School	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Asst. WR Middle School (1)	13	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92
4.	TRACK								
	Head TR High Schools – Boys	29	$6,086.34	$6,187.78	$6,289.21	$6,390.65	$6,492.09	$6,593.53	$6,694.97
	Head TR High Schools – Girls	29	$6,086.34	$6,187.78	$6,289.21	$6,390.65	$6,492.09	$6,593.53	$6,694.97
	Asst. TR High School (3)	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Head TR Middle Schools – Boys	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Head TR Middle Schools - Girls	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Asst. TR Middle School (2)	13	$2,840.29	$2,941.73	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92
5.	SOCCER								
	Head Soccer – Boys	24	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58
	Head Soccer - Girls	24	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58
	Asst. Soccer – Boys (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
	Asst. Soccer – Girls (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
6.	BASEBALL								
	Head BS High School	24	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58
	Asst. BS High School (3)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
7.	SOFTBALL								
	Head Softball	24	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58
	Asst. Softball (3)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
	Head Softball Coach – Middle School – 7th Grade	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Head Softball Coach – Middle School – 8th Grade	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
8.	CROSS COUNTRY								
	Head CC	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Asst. High School CC (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
	MS Head CC	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
9.	GOLF								
	Head Golf – Boys	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Head Golf – Girls	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Asst. Golf – Boys (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Asst. Golf – Girls (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
10.	TENNIS								
	Head TN – Boys	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Head TN – Girls	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Asst.TN – Boys (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
	Asst. TN – Girls (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
11.	VOLLEYBALL								
	Head VB – High School	29	$6,086.34	$6,187.78	$6,289.21	$6,390.65	$6,492.09	$6,593.53	$6,694.97
	Asst. VB – High School (3)	16	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68	$3,956.12	$4,057.56
	Head VB – Middle School – 7th Grade	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Head VB – Middle School – 8th Grade	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
12.	BOWLING								
	Head Coach	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Assistant Coach	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
13.	GYMNASTICS								
	Head Coach	22	$4,666.19	$4,767.63	$4,869.07	$4,970.51	$5,071.95	$5,173.39	$5,274.82
	Asst. Coach (1)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68
14.	INTRAMURALS								
	High School – Boys (Per Sem.)	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	High School – Girls (Per Sem.)	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Middle School – Boys (Per Sem.)	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Middle School – Girls (Per Sem.)	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
15.	WEIGHT ROOM COORDINATOR (1)	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
16.	FACULTY MANAGER – (HS) – FALL (1)	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
	FACULTY MANAGER – (HS) – WINTER (1)	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
17.	ATHLETIC DIRECTOR (MS) (1)	40	$8,317.99	$8,419.43	$8,520.87	$8,622.31	$8,723.75	$8,825.19	$8,926.63
18.	ASSIGNER OF ATHLETIC OFFICIALS (1)	5	$1,217.27	$1,318.71	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90
19.	SWIM								
	Head Swim (HS)	24	$5,071.95	$5,173.39	$5,274.82	$5,376.26	$5,477.70	$5,579.14	$5,680.58
	Asst. Swim (HS)	15	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80	$3,753.24	$3,854.68

APPENDIX J

VERMILION LOCAL SCHOOLS - ERIE COUNTY
TEACHERS' SALARY SCHEDULE
2026-2027 SCHOOL YEAR
BASE $41,792.84 $41,792.84
1.005 A - SALARY SCHEDULE

CR.	BACHELORS		BACH+18		BACH+30		MASTERS		MASTERS+18		MASTERS+30		MASTERS+45		DOCTORATE	
YRS	Level 1		GRAD HRS. OR		GRAD HRS.				GRAD HRS.		GRAD HRS.		GRAD HRS.			
EXP			150 SEM HRS.													
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.00	$41,792.84	1.08	$45,136.26	1.13	$47,225.91	1.18	$49,315.55	1.23	$51,405.19	1.28	$53,494.83	1.33	$55,584.47	1.38	$57,674.12
1	1.08	$45,136.26	1.13	$47,225.91	1.18	$49,315.55	1.23	$51,405.19	1.28	$53,494.83	1.33	$55,584.47	1.38	$57,674.12	1.43	$59,763.76
2	1.13	$47,225.91	1.18	$49,315.55	1.23	$51,405.19	1.28	$53,494.83	1.33	$55,584.47	1.38	$57,674.12	1.43	$59,763.76	1.48	$61,853.40
3	1.18	$49,315.55	1.23	$51,405.19	1.28	$53,494.83	1.33	$55,584.47	1.38	$57,674.12	1.43	$59,763.76	1.48	$61,853.40	1.53	$63,943.04
4	1.23	$51,405.19	1.28	$53,494.83	1.33	$55,584.47	1.38	$57,674.12	1.43	$59,763.76	1.48	$61,853.40	1.53	$63,943.04	1.58	$66,032.68
5	1.28	$53,494.83	1.33	$55,584.47	1.38	$57,674.12	1.43	$59,763.76	1.48	$61,853.40	1.53	$63,943.04	1.58	$66,032.68	1.63	$68,122.32
6	1.33	$55,584.47	1.38	$57,674.12	1.43	$59,763.76	1.48	$61,853.40	1.53	$63,943.04	1.58	$66,032.68	1.63	$68,122.32	1.68	$70,211.97
7	1.38	$57,674.12	1.43	$59,763.76	1.48	$61,853.40	1.53	$63,943.04	1.58	$66,032.68	1.63	$68,122.32	1.68	$70,211.97	1.73	$72,301.61
8	1.43	$59,763.76	1.48	$61,853.40	1.53	$63,943.04	1.58	$66,032.68	1.63	$68,122.32	1.68	$70,211.97	1.73	$72,301.61	1.78	$74,391.25
9	1.48	$61,853.40	1.53	$63,943.04	1.58	$66,032.68	1.63	$68,122.32	1.68	$70,211.97	1.73	$72,301.61	1.78	$74,391.25	1.83	$76,480.89
10	1.53	$63,943.04	1.58	$66,032.68	1.63	$68,122.32	1.68	$70,211.97	1.73	$72,301.61	1.78	$74,391.25	1.83	$76,480.89	1.88	$78,570.53
11	1.58	$66,032.68	1.63	$68,122.32	1.68	$70,211.97	1.73	$72,301.61	1.78	$74,391.25	1.83	$76,480.89	1.88	$78,570.53	1.93	$80,660.18
12	1.63	$68,122.32	1.68	$70,211.97	1.73	$72,301.61	1.78	$74,391.25	1.83	$76,480.89	1.88	$78,570.53	1.93	$80,660.18	1.98	$82,749.82
13	1.68	$70,211.97	1.73	$72,301.61	1.78	$74,391.25	1.83	$76,480.89	1.88	$78,570.53	1.93	$80,660.18	1.98	$82,749.82	2.03	$84,839.46
14	1.73	$72,301.61	1.78	$74,391.25	1.83	$76,480.89	1.88	$78,570.53	1.93	$80,660.18	1.98	$82,749.82	2.03	$84,839.46	2.08	$86,929.10
15	1.78	$74,391.25	1.83	$76,480.89	1.88	$78,570.53	1.93	$80,660.18	1.98	$82,749.82	2.03	$84,839.46	2.08	$86,929.10	2.13	$89,018.74
16	1.83	$76,480.89	1.88	$78,570.53	1.93	$80,660.18	1.98	$82,749.82	2.03	$84,839.46	2.08	$86,929.10	2.13	$89,018.74	2.18	$91,108.38
17			1.93	$80,660.18	1.98	$82,749.82	2.03	$84,839.46	2.08	$86,929.10	2.13	$89,018.74	2.18	$91,108.38	2.23	$93,198.03
18					2.03	$84,839.46	2.08	$86,929.10	2.13	$89,018.74	2.18	$91,108.38	2.23	$93,198.03	2.28	$95,287.67
19							2.13	$89,018.74	2.18	$91,108.38	2.23	$93,198.03	2.28	$95,287.67	2.33	$97,377.31
20									2.23	$93,198.03	2.28	$95,287.67	2.33	$97,377.31	2.38	$99,466.95
21											2.33	$97,377.31	2.38	$99,466.95	2.43	$101,556.59
22													2.43	$101,556.59	2.48	$103,646.24
23															2.53	$105,735.88

VERMILION LOCAL SCHOOLS		
2026-2027	$41,792.84	
5.04B SCHEDULE "B" - EXTENDED TIME WILL BE PAID ON A PER DIEM BASIS.		
5.04C SCHEDULE "C" - CO-CURRICULAR AND ADDITIONAL DUTIES		
$41,792.84	BASE	

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1.	CHEERLEADER ADVISOR								
	H.S. – W.R/FB/BK (Per Sport)	11	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50	$3,029.98	$3,134.46
	Asst. H.S. - WR/FB/BK (Per Sport)	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Head SMS Cheerleader Advisor (per year)	17	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28	$4,283.77	$4,388.25
	Asst. SMS Cheerleader Advisor (per year)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
2.	PUBLICATIONS								
	Newspaper – H.S.	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
	Yearbook	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
	Newspapers – SMS	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Broadcast Journalism VHS	10	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50
3.	DEPARTMENT HEADS								
	Includes Library and Guidance PreK-12	13	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39
4.	TEAM LEADERS K-8	12	$2,716.53	$2,821.02	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43
5.	CLASS ADVISORS								
	Senior	26	$5,642.03	$5,746.52	$5,851.00	$5,955.48	$6,059.96	$6,164.44	$6,268.93
	Asst. Senior Class Advisor	12	$2,716.53	$2,821.02	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43
	Junior	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Sophomore	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Freshman	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
6.	STUDENT COUNCIL ADVISORS								
	Student Council Advisor – SMS	6	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64
	Student Council Advisor – HS	24	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00
	8th Grade Class Advisor	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Student Council Advisor – VES	6	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64
7.	CLASS TRIP ADVISOR								
	Class Trip Advisor(s) – one per trip	3	$835.86	$940.34	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Overnight Class Trip Instructional Chaperone	0	$313.45	$367.78	$417.93	$472.26	$522.41	$576.74	$626.89
8.	CLUB ADVISORS								
	Robotics Team Advisor	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
	E-Sports Team Advisor	18	$3,854.68	$3,956.12	$4,057.56	$4,159.00	$4,260.44	$4,361.87	$4,463.31
	Educators Rising.	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Chess	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	SMS Service Club Advisor	5	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68
	VHS Sailor Pride Advisor	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Educational Fair Coordinator(s) – one per fair; up to five (5) coordinator positions per school year	5	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68
	Science Olympiad Advisor	5	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68
	HS Art Club	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
	SMS Art Club	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
9.	N.H.S. ADVISOR	8	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57
10	Ski Club Director – VHS	6	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64
	Asst. Ski Club Advisor - VHS	1	$417.93	$522.41	$626.89	$731.37	$835.86	$940.34	$1,044.82
	Ski Club Director - SMS	6	$1,420.15	$1,521.58	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78
	Asst. Ski Club Advisor - SMS	1	$405.76	$507.19	$608.63	$710.07	$811.51	$912.95	$1,014.39
11	Drama Director - VHS	12	$2,716.53	$2,821.02	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43
	Asst. Drama Advisor (VHS)	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
	Asst. Drama Club Advisor (SMS)	11	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50	$3,029.98	$3,134.46
12	TEAM ADVISORS								
	Academic Challenge Advisor - VHS	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
	Asst. Academic Challenge Advisor - VHS	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Academic Challenge Advisor - SMS	14	$3,043.17	$3,144.61	$3,246.05	$3,347.48	$3,448.92	$3,550.36	$3,651.80
	Asst. Academic Challenge Advisor – SMS	7	$1,623.02	$1,724.46	$1,825.90	$1,927.34	$2,028.78	$2,130.22	$2,231.66
	Model UN Advisor	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Debate Team Advisor	18	$3,970.32	$4,074.80	$4,179.28	$4,283.77	$4,388.25	$4,492.73	$4,597.21
	Assistant Debate Advisor	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
	Mock Trail Advisor	10	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50
13	Friday School – VHS	10	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50
14	MUSIC ACTIVITIES								
	Marching Band	29	$6,268.93	$6,373.41	$6,477.89	$6,582.37	$6,686.85	$6,791.34	$6,895.82
	Asst. Marching Band (1 position)	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	HS Marching Band Percussion Instructor	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
	Pep Band	6	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64
	H.S. Performing Choirs	10	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50
	Asst. H.S. Performing Choirs	1	$417.93	$522.41	$626.89	$731.37	$835.86	$940.34	$1,044.82
	M.S. Performing Choir	0	$313.45	$367.78	$417.93	$472.26	$522.41	$576.74	$626.89
	H.S. Performing Band	10	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50
	Asst. H.S. Performing Band	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	M.S. Performing Band	1	$417.93	$522.41	$626.89	$731.37	$835.86	$940.34	$1,044.82
	H.S. Sailor Jazz	6	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64
	Soundsation	6	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64
	H.S. Majorette Advisor	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	M.S. Majorette Advisor	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	H.S. Flag Corps Advisor	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
	Asst. H.S. Flag Corps Advisor	5	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68
	M.S. Flag Corps Advisor	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Production Asst. Major Musical	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Dramatic Director Major Musical	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Asst. Director Major Musical	11	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50	$3,029.98	$3,134.46
	Technical Director Major Musical	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Orchestra Major Musical	10	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53	$2,821.02	$2,925.50
	Pianist Major Musical	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Choreographer Major Musical	5	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68
	Elementary Music Public Performance K-5	0	$313.45	$367.78	$417.93	$472.26	$522.41	$576.74	$626.89
	Public Performance K-12 (Art)	0	$313.45	$367.78	$417.93	$472.26	$522.41	$576.74	$626.89
15.	BUILDING TECHNOLOGY COORDINATOR	25	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00	$5,955.48	$6,059.96
16	F.A.C.E.T.S.								
	Independent Study/Studies	1	$417.93	$522.41	$626.89	$731.37	$835.86	$940.34	$1,044.82
	Teacher Directed Seminar	2	$626.89	$731.37	$835.86	$940.34	$1,044.82	$1,149.30	$1,253.79
	Advanced Placement Class	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	College Credit Plus Class (per year/per teacher)	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Faculty Gifted Coordinator	23	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03
17	SUBJECT/SERVICE ORGANIZATION								
	Family, Career & Community Leaders of America (FCCLA)	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	LEO Club Advisor	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Librarian	18	$3,970.32	$4,074.80	$4,179.28	$4,283.77	$4,388.25	$4,492.73	$4,597.21

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
18	TEACHER MENTORS								
	Program Coordinator	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71
	Resident Educator Mentor(s)/Facilitator(s)	3	$835.86	$940.34	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75
	Experienced Teacher(s)	1	$417.93	$522.41	$626.89	$731.37	$835.86	$940.34	$1,044.82
19	PROJECT FACILITATOR								
	Credit Flexibility Facilitator	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
20	GUARD INSTRUCTORS								
	Winter Guard – High School	9	$2,089.64	$2,194.12	$2,298.61	$2,403.09	$2,507.57	$2,612.05	$2,716.53
	Asst. Winter Guard – High School	5	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68
	Winter Guard – Middle School	4	$1,044.82	$1,149.30	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71

5.04D SCHEDULE "D" - ATHLETIC RESPONSIBILITIES
(Beginning 2001-2002 Count Experience for High School and Middle School Level - with verification from District Treasurer).

BASE $41,792.84

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1.	FOOTBALL								
	Head FB High School	44	$9,403.39	$9,507.87	$9,612.35	$9,716.84	$9,821.32	$9,925.80	$10,030.28
	Asst. FB High School (7)	24	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00
	Head FB Middle School – 7th Grade	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Asst. FB Middle School - 7th Grade (1)	13	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39
	Head FB Middle School – 8th Grade	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Asst. FB Middle School – 8th Grade (1)	13	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39
2.	BASKETBALL								
	Head BK High School – Boys	43	$9,194.43	$9,298.91	$9,403.39	$9,507.87	$9,612.35	$9,716.84	$9,821.32
	Asst. BK High School (3)	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Head BK High School – Girls	43	$9,194.43	$9,298.91	$9,403.39	$9,507.87	$9,612.35	$9,716.84	$9,821.32
	Asst. BK High School (3)	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Head BK Middle School – Boys - 7th Grade	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Head BK Middle School – Boys – 8th Grade	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Head BK Middle School – Girls – 7th Grade	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Head BK Middle School – Girls – 8th Grade	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
3.	WRESTLING								
	Head WR High School - Boys	43	$9,194.43	$9,298.91	$9,403.39	$9,507.87	$9,612.35	$9,716.84	$9,821.32
	Asst. WR High School – Boys (2)	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Head WR High School - Girls	43	$9,194.43	$9,298.91	$9,403.39	$9,507.87	$9,612.35	$9,716.84	$9,821.32

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Asst. WR High School – Girls (1)	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Head WR Middle School	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Asst. WR Middle School (1)	13	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39
4.	TRACK								
	Head TR High Schools – Boys	29	$6,268.93	$6,373.41	$6,477.89	$6,582.37	$6,686.85	$6,791.34	$6,895.82
	Head TR High Schools – Girls	29	$6,268.93	$6,373.41	$6,477.89	$6,582.37	$6,686.85	$6,791.34	$6,895.82
	Asst. TR High School (3)	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Head TR Middle Schools – Boys	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
	Head TR Middle Schools - Girls	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
	Asst. TR Middle School (2)	13	$2,925.50	$3,029.98	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39
5.	SOCCER								
	Head Soccer – Boys	24	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00
	Head Soccer - Girls	24	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00
	Asst. Soccer – Boys (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
	Asst. Soccer – Girls (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
6.	BASEBALL								
	Head BS High School	24	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00
	Asst. BS High School (3)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
7.	SOFTBALL								
	Head Softball	24	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00
	Asst. Softball (3)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
	Head Softball Coach – Middle School – 7th Grade	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
	Head Softball Coach – Middle School – 8th Grade	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
8.	CROSS COUNTRY								
	Head CC	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Asst. High School CC (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
	MS Head CC	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
9.	GOLF								
	Head Golf – Boys	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Head Golf – Girls	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Asst. Golf – Boys (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
	Asst. Golf – Girls (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
10.	TENNIS								
	Head TN – Boys	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Head TN – Girls	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Asst.TN – Boys (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
	Asst. TN – Girls (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
11.	VOLLEYBALL								
	Head VB – High School	29	$6,268.93	$6,373.41	$6,477.89	$6,582.37	$6,686.85	$6,791.34	$6,895.82
	Asst. VB – High School (3)	16	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32	$4,074.80	$4,179.28
	Head VB – Middle School – 7th Grade	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
	Head VB – Middle School – 8th Grade	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
12.	BOWLING								
	Head Coach	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Assistant Coach	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
13.	GYMNASTICS								
	Head Coach	22	$4,806.18	$4,910.66	$5,015.14	$5,119.62	$5,224.11	$5,328.59	$5,433.07
	Asst. Coach (1)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32
14.	INTRAMURALS								
	High School – Boys (Per Sem.)	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	High School – Girls (Per Sem.)	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Middle School – Boys (Per Sem.)	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
	Middle School – Girls (Per Sem.)	7	$1,671.71	$1,776.20	$1,880.68	$1,985.16	$2,089.64	$2,194.12	$2,298.61
15.	WEIGHT ROOM COORDINATOR (1)	14	$3,134.46	$3,238.95	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36
16.	FACULTY MANAGER – (HS) – FALL (1)	18	$3,970.32	$4,074.80	$4,179.28	$4,283.77	$4,388.25	$4,492.73	$4,597.21
	FACULTY MANAGER – (HS) – WINTER (1)	18	$3,970.32	$4,074.80	$4,179.28	$4,283.77	$4,388.25	$4,492.73	$4,597.21
17.	ATHLETIC DIRECTOR (MS) (1)	40	$8,567.53	$8,672.01	$8,776.50	$8,880.98	$8,985.46	$9,089.94	$9,194.43
18.	ASSIGNER OF ATHLETIC OFFICIALS (1)	5	$1,253.79	$1,358.27	$1,462.75	$1,567.23	$1,671.71	$1,776.20	$1,880.68
19.	SWIM								
	Head Swim (HS)	24	$5,224.11	$5,328.59	$5,433.07	$5,537.55	$5,642.03	$5,746.52	$5,851.00
	Asst. Swim (HS)	15	$3,343.43	$3,447.91	$3,552.39	$3,656.87	$3,761.36	$3,865.84	$3,970.32

APPENDIX K

[TO BE DETERMINED FROM REOPENER]

VERMILION LOCAL SCHOOLS - ERIE COUNTY																
TEACHERS' SALARY SCHEDULE																
2027-2028 SCHOOL YEAR																
BASE $																
1.005 A - SALARY SCHEDULE			2.00		3.00		4.00		5.00		6.00		7.00			
CR.	BACHELORS		BACH+18		BACH+30		MASTERS		MASTERS+18		MASTERS+30		MASTERS+45		DOCTORATE	
YRS	Level 1		GRAD HRS. OR		GRAD HRS.				GRAD HRS.		GRAD HRS.		GRAD HRS.			
EXP			150 SEM HRS.													
	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY
0	1.00		1.08		1.13		1.18		1.23		1.28		1.33		1.38	
1	1.08		1.13		1.18		1.23		1.28		1.33		1.38		1.43	
2	1.13		1.18		1.23		1.28		1.33		1.38		1.43		1.48	
3	1.18		1.23		1.28		1.33		1.38		1.43		1.48		1.53	
4	1.23		1.28		1.33		1.38		1.43		1.48		1.53		1.58	
5	1.28		1.33		1.38		1.43		1.48		1.53		1.58		1.63	
6	1.33		1.38		1.43		1.48		1.53		1.58		1.63		1.68	
7	1.38		1.43		1.48		1.53		1.58		1.63		1.68		1.73	
8	1.43		1.48		1.53		1.58		1.63		1.68		1.73		1.78	
9	1.48		1.53		1.58		1.63		1.68		1.73		1.78		1.83	
10	1.53		1.58		1.63		1.68		1.73		1.78		1.83		1.88	
11	1.58		1.63		1.68		1.73		1.78		1.83		1.88		1.93	
12	1.63		1.68		1.73		1.78		1.83		1.88		1.93		1.98	
13	1.68		1.73		1.78		1.83		1.88		1.93		1.98		2.03	
14	1.73		1.78		1.83		1.88		1.93		1.98		2.03		2.08	
15	1.78		1.83		1.88		1.93		1.98		2.03		2.08		2.13	
16	1.83		1.88		1.93		1.98		2.03		2.08		2.13		2.18	
17			1.93		1.98		2.03		2.08		2.13		2.18		2.23	
18					2.03		2.08		2.13		2.18		2.23		2.28	
19							2.13		2.18		2.23		2.28		2.33	
20									2.23		2.28		2.33		2.38	
21											2.33		2.38		2.43	
22													2.43		2.48	
23															2.53	

VERMILION LOCAL SCHOOLS		
2027-2028	$	
5.05B SCHEDULE "B" - EXTENDED TIME WILL BE PAID ON A PER DIEM BASIS.		
5.05C SCHEDULE "C" - CO-CURRICULAR AND ADDITIONAL DUTIES		
$	BASE	

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1.	CHEERLEADER ADVISOR								
	H.S. – W.R/FB/BK (Per Sport)	11							
	Asst. H.S. - WR/FB/BK (Per Sport)	7							
	Head SMS Cheerleader Advisor (per year)	17							
	Asst. SMS Cheerleader Advisor (per year)	15							
2.	PUBLICATIONS								
	Newspaper – H.S.	9							
	Yearbook	14							
	Newspapers – SMS	4							
	Broadcast Journalism VHS	10							
3.	DEPARTMENT HEADS								
	Includes Library and Guidance PreK-12	13							
4.	TEAM LEADERS K-8	12							
5.	CLASS ADVISORS								
	Senior	26							
	Asst. Senior Class Advisor	12							
	Junior	4							
	Sophomore	4							
	Freshman	4							
6.	STUDENT COUNCIL ADVISORS								
	Student Council Advisor – SMS	6							
	Student Council Advisor – HS	24							
	8th Grade Class Advisor	7							
	Student Council Advisor – VES	6							

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
7.	CLASS TRIP ADVISOR								
	Class Trip Advisor(s) – one per trip	3							
	Overnight Class Trip Instructional Chaperone	0							
8.	CLUB ADVISORS								
	Robotics Team Advisor	18							
	E-Sports Team Advisor	18							
	Educators Rising.	4							
	Chess	4							
	SMS Service Club Advisor	5							
	VHS Sailor Pride Advisor	7							
	Educational Fair Coordinator(s) – one per fair; up to five (5) coordinator positions per school year	5							
	Science Olympiad Advisor	5							
	HS Art Club	9							
	SMS Art Club	9							
9.	N.H.S. ADVISOR	8							
10	Ski Club Director – VHS	6							
	Asst. Ski Club Advisor - VHS	1							
	Ski Club Director - SMS	6							
	Asst. Ski Club Advisor - SMS	1							
11	Drama Director - VHS	12							
	Asst. Drama Advisor (VHS)	9							
	Asst. Drama Club Advisor (SMS)	11							
12	TEAM ADVISORS								
	Academic Challenge Advisor - VHS	14							
	Asst. Academic Challenge Advisor - VHS	7							
	Academic Challenge Advisor - SMS	14							
	Asst. Academic Challenge Advisor – SMS	7							
	Model UN Advisor	4							
	Debate Team Advisor	18							
	Assistant Debate Advisor	9							
	Mock Trail Advisor	10							
13	Friday School – VHS	10							

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
14	MUSIC ACTIVITIES								
	Marching Band	29							
	Asst. Marching Band (1 position)	14							
	HS Marching Band Percussion Instructor	9							
	Pep Band	6							
	H.S. Performing Choirs	10							
	Asst. H.S. Performing Choirs	1							
	M.S. Performing Choir	0							
	H.S. Performing Band	10							
	Asst. H.S. Performing Band	7							
	M.S. Performing Band	1							
	H.S. Sailor Jazz	6							
	Soundsation	6							
	H.S. Majorette Advisor	7							
	M.S. Majorette Advisor	4							
	H.S. Flag Corps Advisor	9							
	Asst. H.S. Flag Corps Advisor	5							
	M.S. Flag Corps Advisor	4							
	Production Asst. Major Musical	7							
	Dramatic Director Major Musical	22							
	Asst. Director Major Musical	11							
	Technical Director Major Musical	7							
	Orchestra Major Musical	10							
	Pianist Major Musical	7							
	Choreographer Major Musical	5							
	Elementary Music Public Performance K-5	0							
	Public Performance K-12 (Art)	0							
15	BUILDING TECHNOLOGY	25							
.	COORDINATOR								
16	F.A.C.E.T.S.								
	Independent Study/Studies	1							
	Teacher Directed Seminar	2							
	Advanced Placement Class	4							
	College Credit Plus Class (per year/per teacher)	4							
	Faculty Gifted Coordinator	23							
17	SUBJECT/SERVICE ORGANIZATION								
	Family, Career & Community Leaders of America (FCCLA)	7							
	LEO Club Advisor	7							

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Librarian	18							
18	TEACHER MENTORS								
	Program Coordinator	4							
	Resident Educator Mentor(s)/Facilitator(s)	3							
	Experienced Teacher(s)	1							
19	PROJECT FACILITATOR								
	Credit Flexibility Facilitator	14							
20	GUARD INSTRUCTORS								
	Winter Guard – High School	9							
	Asst. Winter Guard – High School	5							
	Winter Guard – Middle School	4							

5.05D SCHEDULE "D" - ATHLETIC RESPONSIBILITIES
(Beginning 2001-2002 Count Experience for High School and Middle School Level - with verification from District Treasurer).

BASE $

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1.	FOOTBALL								
	Head FB High School	44							
	Asst. FB High School (7)	24							
	Head FB Middle School – 7th Grade	16							
	Asst. FB Middle School - 7th Grade (1)	13							
	Head FB Middle School – 8th Grade	16							
	Asst. FB Middle School – 8th Grade (1)	13							
2.	BASKETBALL								
	Head BK High School – Boys	43							
	Asst. BK High School (3)	22							
	Head BK High School – Girls	43							
	Asst. BK High School (3)	22							
	Head BK Middle School – Boys - 7th Grade	16							
	Head BK Middle School – Boys – 8th Grade	16							
	Head BK Middle School – Girls – 7th Grade	16							
	Head BK Middle School – Girls – 8th Grade	16							
3.	WRESTLING								
	Head WR High School - Boys	43							

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Asst. WR High School – Boys (2)	22							
	Head WR High School - Girls	43							
	Asst. WR High School – Girls (1)	22							
	Head WR Middle School	16							
	Asst. WR Middle School (1)	13							
4.	TRACK								
	Head TR High Schools – Boys	29							
	Head TR High Schools – Girls	29							
	Asst. TR High School (3)	16							
	Head TR Middle Schools – Boys	14							
	Head TR Middle Schools - Girls	14							
	Asst. TR Middle School (2)	13							
5.	SOCCER								
	Head Soccer – Boys	24							
	Head Soccer - Girls	24							
	Asst. Soccer – Boys (1)	15							
	Asst. Soccer – Girls (1)	15							
6.	BASEBALL								
	Head BS High School	24							
	Asst. BS High School (3)	15							
7.	SOFTBALL								
	Head Softball	24							
	Asst. Softball (3)	15							
	Head Softball Coach – Middle School – 7th Grade	14							
	Head Softball Coach – Middle School – 8th Grade	14							
8.	CROSS COUNTRY								
	Head CC	22							
	Asst. High School CC (1)	15							
	MS Head CC	14							
9.	GOLF								
	Head Golf – Boys	22							
	Head Golf – Girls	22							
	Asst. Golf – Boys (1)	15							
	Asst. Golf – Girls (1)	15							

		Level	Step 0	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
10.	TENNIS								
	Head TN – Boys	22							
	Head TN – Girls	22							
	Asst.TN – Boys (1)	15							
	Asst. TN – Girls (1)	15							
11.	VOLLEYBALL								
	Head VB – High School	29							
	Asst. VB – High School (3)	16							
	Head VB – Middle School – 7th Grade	14							
	Head VB – Middle School – 8th Grade	14							
12.	BOWLING								
	Head Coach	22							
	Assistant Coach	15							
13.	GYMNASTICS								
	Head Coach	22							
	Asst. Coach (1)	15							
14.	INTRAMURALS								
	High School – Boys (Per Sem.)	7							
	High School – Girls (Per Sem.)	7							
	Middle School – Boys (Per Sem.)	7							
	Middle School – Girls (Per Sem.)	7							
15.	WEIGHT ROOM COORDINATOR (1)	14							
16.	FACULTY MANAGER – (HS) – FALL (1)	18							
	FACULTY MANAGER – (HS) – WINTER (1)	18							
17.	ATHLETIC DIRECTOR (MS) (1)	40							
18.	ASSIGNER OF ATHLETIC OFFICIALS (1)	5							
19.	SWIM								
	Head Swim (HS)	24							
	Asst. Swim (HS)	15							

APPENDIX L

SCHEDULES "C" AND "D" - DUTY CLASSIFICATION
and
SCHEDULE "E" – CO-CURRICULAR INDEX

A committee consisting of the Association President, Building Principal/Athletic Director, and the Superintendent can make additions, deletions or changes in levels on this schedule at any time during the life of this Contract. Additionally, this committee will make recommendations to the Board to suspend contracts during the term of each contract if necessary due to participation levels. Supplemental contracts will be suspended within the specific activity/sport by position title in the following order: (1) Non-certified personnel, (2) Certified personnel who do not hold teaching contracts in Vermilion, and (3) teachers employed by Vermilion. In the event of suspension of an activity/sport, pay will be prorated based on days worked.

The committee shall operate on majority rule and their decision shall be binding and not subject to the grievance procedure. The committee shall be convened at the request of any of its members. Any adjustment made to the level of a supplemental position shall take effect the following year.

When co-curricular vacancies occur, a Vermilion teacher, who is otherwise qualified, shall be hired. Unsatisfactory evaluation means you are not qualified.

The provisions of this Section supersede any contrary provisions of law.

5.06 – SCHEDULE E – CO-CURRICULAR INDEX

CREDIT YEARS EXPERIENCE

	0	1	2	3	4	5	6
0	0.0075	0.0088	0.0100	0.0113	0.0125	0.0138	0.0150
1	0.0100	0.0125	0.0150	0.0175	0.0200	0.0225	0.0250
2	0.0150	0.0175	0.0200	0.0225	0.0250	0.0275	0.0300
3	0.0200	0.0225	0.0250	0.0275	0.0300	0.0325	0.0350
4	0.0250	0.0275	0.0300	0.0325	0.0350	0.0375	0.0400
5	0.0300	0.0325	0.0350	0.0375	0.0400	0.0425	0.0450
6	0.0350	0.0375	0.0400	0.0425	0.0450	0.0475	0.0500
7	0.0400	0.0425	0.0450	0.0475	0.0500	0.0525	0.0550
8	0.0450	0.0475	0.0500	0.0525	0.0550	0.0575	0.0600
9	0.0500	0.0525	0.0550	0.0575	0.0600	0.0625	0.0650
10	0.0550	0.0575	0.0600	0.0625	0.0650	0.0675	0.0700
11	0.0600	0.0625	0.0650	0.0675	0.0700	0.0725	0.0750
12	0.0650	0.0675	0.0700	0.0725	0.0750	0.0775	0.0800
13	0.0700	0.0725	0.0750	0.0775	0.0800	0.0825	0.0850
14	0.0750	0.0775	0.0800	0.0825	0.0850	0.0875	0.0900
15	0.0800	0.0825	0.0850	0.0875	0.0900	0.0925	0.0950
16	0.0850	0.0875	0.0900	0.0925	0.0950	0.0975	0.1000
17	0.0900	0.0925	0.0950	0.0975	0.1000	0.1025	0.1050
18	0.0950	0.0975	0.1000	0.1025	0.1050	0.1075	0.1100
19	0.1000	0.1025	0.1050	0.1075	0.1100	0.1125	0.1150
20	0.1050	0.1075	0.1100	0.1125	0.1150	0.1175	0.1200
21	0.1100	0.1125	0.1150	0.1175	0.1200	0.1225	0.1250
22	0.1150	0.1175	0.1200	0.1225	0.1250	0.1275	0.1300
23	0.1200	0.1225	0.1250	0.1275	0.1300	0.1325	0.1350

24	0.1250	0.1275	0.1300	0.1325	0.1350	0.1375	0.1400
25	0.1300	0.1325	0.1350	0.1375	0.1400	0.1425	0.1450
26	0.1350	0.1375	0.1400	0.1425	0.1450	0.1475	0.1500
27	0.1400	0.1425	0.1450	0.1475	0.1500	0.1525	0.1550
28	0.1450	0.1475	0.1500	0.1525	0.1550	0.1575	0.1600
29	0.1500	0.1525	0.1550	0.1575	0.1600	0.1625	0.1650
30	0.1550	0.1575	0.1600	0.1625	0.1650	0.1675	0.1700
31	0.1600	0.1625	0.1650	0.1675	0.1700	0.1725	0.1750
32	0.1650	0.1675	0.1700	0.1725	0.1750	0.1775	0.1800
33	0.1700	0.1725	0.1750	0.1775	0.1800	0.1825	0.1850
34	0.1750	0.1775	0.1800	0.1825	0.1850	0.1875	0.1900
35	0.1800	0.1825	0.1850	0.1875	0.1900	0.1925	0.1950
36	0.1850	0.1875	0.1900	0.1925	0.1950	0.1975	0.2000
37	0.1900	0.1925	0.1950	0.1975	0.2000	0.2025	0.2050
38	0.1950	0.1975	0.2000	0.2025	0.2050	0.2075	0.2100
39	0.2000	0.2025	0.2050	0.2075	0.2100	0.2125	0.2150
40	0.2050	0.2075	0.2100	0.2125	0.2150	0.2175	0.2200
41	0.2100	0.2125	0.2150	0.2175	0.2200	0.2225	0.2250
42	0.2150	0.2175	0.2200	0.2225	0.2250	0.2275	0.2300
43	0.2200	0.2225	0.2250	0.2275	0.2300	0.2325	0.2350
44	0.2250	0.2275	0.2300	0.2325	0.2350	0.2375	0.2400
45	0.2300	0.2325	0.2350	0.2375	0.2400	0.2425	0.2450
46	0.2350	0.2375	0.2400	0.2425	0.2450	0.2475	0.2500
47	0.2400	0.2425	0.2450	0.2475	0.2500	0.2525	0.2550
48	0.2450	0.2475	0.2500	0.2525	0.2550	0.2575	0.2600
49	0.2500	0.2525	0.2550	0.2575	0.2600	0.2625	0.2650
50	0.2550	0.2575	0.2600	0.2625	0.2650	0.2675	0.2700
51	0.2600	0.2625	0.2650	0.2675	0.2700	0.2725	0.2750
52	0.2650	0.2675	0.2700	0.2725	0.2750	0.2775	0.2800
53	0.2700	0.2725	0.2750	0.2775	0.2800	0.2825	0.2850
54	0.2750	0.2775	0.2800	0.2825	0.2850	0.2875	0.2900
55	0.2800	0.2825	0.2850	0.2875	0.2900	0.2925	0.2950
56	0.2850	0.2875	0.2900	0.2925	0.2950	0.2975	0.3000
57	0.2900	0.2925	0.2950	0.2975	0.3000	0.3025	0.3050
58	0.2950	0.2975	0.3000	0.3025	0.3050	0.3075	0.3100
59	0.3000	0.3025	0.3050	0.3075	0.3100	0.3125	0.3150
60	0.3050	0.3075	0.3100	0.3125	0.3150	0.3175	0.3200

Summary of Benefits and Coverage: What this Plan Covers & What You Pay For Covered Services
LERC : Plan 19

Coverage Period: 07/01/2025- 06/30/2026
Coverage for: Single or Family | **Plan Type:** PPO

The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information about the cost of this plan (called the premium) will be provided separately.
This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, call 800-540-2583. For general definitions of common terms, such as **allowed amount**, **balance billing**, **coinsurance**, **copayment**, **deductible**, **provider**, or other underlined terms see the Glossary. You can view the Glossary at MedMutual.com/SBC or call 800-540-2583 to request a copy.

Important Questions	Answers	Why This Matters:
What is the overall deductible?	**$500**/single,**$1,000**/family Network **$1,500**/single,**$3,000**/family Non-Network	Generally, you must pay all of the costs from providers up to the **deductible** amount before this **plan** begins to pay. If you have other family members on the **plan**, each family member must meet their own individual **deductible** until the total amount of **deductible** expenses paid by all family members meets the overall family **deductible.**
Are there services covered before you meet your deductible?	**Yes. Certain preventive care and all services with copayments are covered and paid by the plan before you meet your deductible.**	This **plan** covers some items and services even if you haven't yet met the **deductible** amount. But a **copayment** or **coinsurance** may apply. For example, this **plan** covers certain **preventive services** without **cost-sharing** and before you meet your **deductible**. See a list of covered **preventive services** at https://www.healthcare.gov/coverage/preventive-care-benefits/.
Are there other deductibles for specific services?	No	You don't have to meet **deductibles** for specific services.
What is the out-of-pocket limit for this plan?	**Coinsurance Limit:** **$1,500**/single,**$3,000**/family Network **$3,000**/single,**$6,000**/family Non-Network **Out-of-pocket Limit:** **$6,600**/single,**$13,200**/family Network **Unlimited**/single, **Unlimited**/family Non-Network	The **out-of-pocket limit** is the most you could pay in a year for covered services. If you have other family members in this **plan**, they have to meet their own **out-of-pocket limits** until the overall family **out-of-pocket limit** has been met.
What is not included in the out-of-pocket limit?	**Premiums**, balance-billed charges and health care this **plan** doesn't cover.	Even though you pay these expenses, they don't count toward the **out-of-pocket limit.**

Will you pay less if you use a network provider?	Yes, See MedMutual.com/SBC or call 800-540-2583 for a list of participating providers.	This **plan** uses a **provider network**. You will pay less if you use a **provider** in the **plan's network**. You will pay the most if you use an **out-of-network provider**, and you might receive a bill from a **provider** for the difference between the **provider's** charge and what your **plan** pays (**balance billing**). Be aware your **network provider** might use an **out-of-network provider** for some services (such as lab work). Check with your **provider** before you get services.
Do you need a referral to see a specialist?	No	You can see the **specialist** you choose without a **referral.**



All **coinsurance** costs shown in this chart are after your **deductible** has been met, if a **deductible** applies. Services with **copayments** are covered before you meet your **deductible**, unless otherwise specified.

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you visit a health care provider's office or clinic	Primary care visit to treat an injury or illness	$25 copay/visit	40% coinsurance	None
	Specialist visit	$40 copay/visit	40% coinsurance	None
	Preventive care/ screening/ immunization	No charge	50% coinsurance	You may have to pay for services that aren't preventive. Ask your provider if the services you need are preventive. Then check what your plan will pay for.
If you have a test	Diagnostic test (x-ray)	10% coinsurance	40% coinsurance	None
	Diagnostic test (blood work)	10% coinsurance	40% coinsurance	None
	Imaging (CT/PET scans, MRIs)	10% coinsurance	40% coinsurance	None
If you need drugs to treat your illness or condition **More information about prescription drug coverage is available at www.caremark.com**	Generic copay – retail Tier 1	$10	Does Not Apply	Not all Prescriptions are covered. To determine if a drug is covered under your plan, log into your account at Caremark.com and use the Check Drug Coverage and Cost tool. You are required to use the Mail Order service after 2 retail refills
	Generic copay – home delivery Tier 1	$20	Does Not Apply	
	Preferred brand copay – retail Tier 2	$25	Does Not Apply	
	Preferred brand copay – home delivery Tier 2	$50	Does Not Apply	

[For more information about limitations and exceptions, see the plan or policy document at MedMutual.com/SBC.]

	Non-Preferred brand copay – retail Tier 3	$50	Does Not Apply	
	Non-Preferred brand copay – home delivery Tier 3	$100	Does Not Apply	
	Specialty drugs	$60	Does Not Apply	
If you have outpatient surgery	Facility fee (e.g., ambulatory surgery center)	10% coinsurance	40% coinsurance	None
	Physician/surgeon fees (Outpatient)	10% coinsurance	40% coinsurance	None

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you need immediate medical attention	Emergency room care	$100 copay/visit		None
	Emergency medical transportation	10% coinsurance	40% coinsurance	None
	Urgent care	$40 copay/visit	40% coinsurance	None
If you have a hospital stay	Facility fee (e.g., hospital room)	10% coinsurance	40% coinsurance	None
	Physician/ surgeon fee (inpatient)	10% coinsurance	40% coinsurance	None
If you need mental health, behavioral health, or substance abuse services	Outpatient services	Benefits paid based on corresponding medical benefits		None
	Inpatient services	Benefits paid based on corresponding medical benefits		None
If you are pregnant	Office visits	No charge	50% coinsurance	Cost sharing does not apply to certain preventive services. Depending on the type of services, copay, coinsurance or deductible may apply. Maternity care may include tests and services described elsewhere in the SBC (i.e. ultrasound).
	Childbirth/delivery professional services	10% coinsurance	40% coinsurance	None
	Childbirth/delivery facility services	10% coinsurance	40% coinsurance	None

[For more information about limitations and exceptions, see the plan or policy document at MedMutual.com/SBC.]

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions, & Other Important Information
		Network Provider (You will pay the least)	Non-Network Provider (You will pay the most)	
If you need help recovering or have other special health needs	Home health care	10% coinsurance	40% coinsurance	(40 visits per benefit period)
	Rehabilitation services (Physical Therapy)	10% coinsurance	40% coinsurance	None
	Habilitation services (Occupational Therapy)	10% coinsurance	40% coinsurance	(10 visits, then Medical Review - Professional; unlimited - Institutional; combined with Chiropractic and Physical Therapy)
	Habilitation services (Speech Therapy)	10% coinsurance	40% coinsurance	(10 visits, then Medical Review - Professional; unlimited - Institutional; combined with Chiropractic and Occupational Therapy)'
	Skilled nursing care	10% coinsurance	40% coinsurance	None
	Durable medical equipment	10% coinsurance	40% coinsurance	None
	Hospice services	10% coinsurance	40% coinsurance	None
If your child needs dental or eye care	Children's eye exam	No charge	50% coinsurance	None
	Children's glasses	Not Covered		Excluded Service
	Children's dental check-up	Not Covered		Excluded Service

[For more information about limitations and exceptions, see the plan or policy document at MedMutual.com/SBC.]

Excluded Services & Other Covered Services:

Services Your Plan Generally Does NOT Cover (Check your policy or plan document for more information and a list of any other excluded services.)

- Acupuncture
- Children's dental check-up
- Children's glasses
- Cosmetic Surgery
- Dental Care (Adult)
- Hearing Aids
- Infertility Treatment
- Long-Term Care
- Non-emergency care when traveling outside the U.S.
- Routine Eye Care (Adult)
- Routine Foot Care
- Weight Loss Programs

Other Covered Services (Limitations may apply to these services. This isn't a complete list. Please see your plan document.)

- Bariatric Surgery
- Chiropractic Care
- Private-Duty Nursing

Your Rights to Continue Coverage: There are agencies that can help if you want to continue your coverage after it ends.The contact information for those agencies is: the Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, at 877-267-2323 x61565 or cciio.cms.gov. Other coverage options may be available to you, including buying individual insurance coverage through the Health Insurance Marketplace. For more information about the Marketplace, visit HealthCare.gov or call 800-318-2596.

Your Grievance and Appeals Rights: There are agencies that can help if you have a complaint against your plan for a denial of a claim. This complaint is called a grievance or appeal. For more information about your rights, look at the explanation of benefits you will receive for that medical claim. Your plan documents also provide complete information to submit a claim, appeal, or a grievance for any reason to your plan. For more information about your rights, this notice, or assistance, contact your plan at 800-540-2583.

Does this plan provide Minimum Essential Coverage? Yes.

Minimum Essential Coverage generally includes plans, health insurance available through the Marketplace or other individual market policies, Medicare, Medicaid, CHIP, TRICARE, and certain other coverage. If you are eligible for certain types of Minimum Essential Coverage, you may not be eligible for the premium tax credit.

Does this plan meet Minimum Value Standards? Yes.

If your plan doesn't meet the Minimum Value Standards, you may be eligible for a premium tax credit to help you pay for a plan through the Marketplace.

----------*To see examples of how this plan might cover costs for sample medical situations, see the next section*----------

The coverage example numbers assume that the patient does not use an HRA or FSA. If you participate in an HRA or FSA and use it to pay for out-of-pocket expenses, then your costs may be lower.

[For more information about limitations and exceptions, see the plan or policy document at MedMutual.com/SBC.]

About these Coverage Examples:



This is not a cost estimator. Treatments shown are just examples of how this plan might cover medical care. Your actual costs will be different depending on the actual care you receive, the prices your providers charge, and many other factors. Focus on the cost sharing amounts (deductibles, copayments and coinsurance) and excluded services under the plan. Use this information to compare the portion of costs you might pay under different health plans. Please note these coverage examples are based on self-only coverage.

Peg is Having a Baby
(9 months of in-network pre-natal care and a hospital delivery)

The plan's overall deductible	$750
Specialist copay	$40
Hospital (facility) coinsurance	10%
Other coinsurance	10%

This EXAMPLE event includes services like:
Specialist office visits (*prenatal care*)
Childbirth/Delivery Professional Services
Childbirth/Delivery Facility Services
Diagnostic tests (*ultrasounds and blood work*)
Specialist visit (*anesthesia*)

Total Example Cost	**$12,700**

In this example, Peg would pay:

Cost Sharing	
Deductibles	$750
Copayments	$0
Coinsurance	$1,200
What isn't covered	
Limits or exclusions	$70
The total Peg would pay is	**$2,020**

Managing Joe's Type 2 Diabetes
(a year of routine in-network care of a well-controlled condition)

The plan's overall deductible	$750
Specialist copay	$40
Hospital (facility) coinsurance	10%
Other coinsurance	10%

This EXAMPLE event includes services like:
Primary care physician office visits (*including disease education*)
Diagnostic tests (*blood work*)
Prescription drugs
Durable medical equipment (*glucose meter*)

Total Example Cost	**$5,600**

In this example, Joe would pay:

Cost Sharing	
Deductibles	$100
Copayments	$200
Coinsurance	$0
What isn't covered	
Limits or exclusions	$4,300
The total Joe would pay is	**$4,600**

Mia's Simple Fracture
(in-network emergency room visit and follow up care)

The plan's overall deductible	$750
Specialist copay	$40
Hospital (facility) coinsurance	10%
Other coinsurance	10%

This EXAMPLE event includes services like:
Emergency room care (*including medical supplies*)
Diagnostic test (*x-ray*)
Durable medical equipment (*crutches*)
Rehabilitation services (*physical therapy*)

Total Example Cost	**$2,800**

In this example, Mia would pay:

Cost Sharing	
Deductibles	$750
Copayments	$200
Coinsurance	$100
What isn't covered	
Limits or exclusions	$10
The total Mia would pay is	**$1,060**

Note: These numbers assume the patient does not participate in the plan's wellness program. If you participate in the plan's wellness program, you may be able to reduce your costs. For more information about the wellness program, please contact: 800-540-2583.

The plan would be responsible for the other costs of these EXAMPLE covered services.

[For more information about limitations and exceptions, see the plan or policy document at MedMutual.com/SBC.]

APPENDIX N

Summary of Benefits and Coverage: What this Plan Covers & What You Pay for Covered Service
LERC: Plan 18 PremiumPlan Without Wellness

Coverage Period: 07/01/2019 – 06/30/2020
Coverage for: Single or Family / Plan Type: PPO

The Summary of Benefits and Coverage (SBC) document will help you choose a health plan. The SBC shows you how you and the plan would share the cost for covered health care services. NOTE: Information abourt the cost of this plan (called the premium) will be provided separately.

This is only a summary. For more information about your coverage, or to get a copy of the complete terms of coverage, call 800-540-2583. For general definitions of common terms, such as allowed amount, balance billing, coinsurance, copayment, deductible, provider, or other underlined terms see the Glossary. You can view the Glossary at MedMutual.com/SBC or call 800-540-2583 to request a copy.

Important Questions	Answers	Why This Matters
What is the oveall deductible?	$750/single, $1,500 family Network $1,500 single, $3,000/family Non-Network	Generally, you must pay all of the costs from providers up to the deductible amount before this plan begins to pay. If you have other family members on the plan, each family member must meet their own individual deductible until the total amount of deductible expenses paid by all family members meets the overall familiy deductible.
Are there services covered before you meet your deductible?	Yes. Certain preventive care and all services with copayments are covered and paid by the plan before you meet your deductible.	This plan covers some items and services even if you haven't yet met the deductible amount. But a copayment or coinsurance may apply. For example: this plan covers certain preventive services without cost sharing and before you meet your deductible. See a list of covered preventive services at https://healthcare.gov/coverage/preventive-care-benefits/.
Are there other deductibles for specific services?	No	You don't have to meet deductibles for specific services.
What is the out-of-pocket limit for this plan?	Coinsurance Limit: $1,500/single, $3,000/family Network $3,000/single, $6,000/family Non-Network Out-of-pocket Limit: $6,600/single, $13,200/family Network Unlimited/single, Unlimited/family Non-Network	The out-of-pocket limit is the most you could pay in a year for covered services. If you have other family members in this plan, they have to meet their own out-of-pocket limits until the overall family out-of-pocket limit has been met.
What is not included in the out-of-pocket limit?	Premiums, balance-billed charges and health care this plan doesn't cover.	Even though you pay these expenses, they don't count toward the out-of-pocket limit.
Will you pay less if you use a network provider?	Yes. See MedMutual.com/SBC or call 800-540-2583 for a list of participating providers.	This plan uses a provider network. You will pay less if you use a provider in the plan's network. You will pay the most if you use an out-of-network provider, and you might receive a bill from a provider for the difference between the provider's charge and what your plan pays (balance billing). Be aware your network provider might use an out-of-network provider for some services (such as lab work). Check with your provider before you get services.

Do you need a referral to see a specialist?	No	You can see the specialist you choose without a referral.

All coinsurance costs shown in this chart are after your deductible has been met, if a deductible applies. Services with copayments are covered before you meet your deductible, unless otherwise specified.

Common Medical Event	Services You May Need	What You Will Pay		Limitations, Exceptions & Other Important Information
		Network Provider (You will pay the least)	Non Network Provider (You will pay the most)	
If you visit a health care provider's office or clinic	Primary care visit to treat an injury or illness	$25 copay/visit	40% coinsurance	None
	Specialist visit	$40 copay/visit	40% coinsurance	None
	Preventive care/screening/immunization	No charge	50% coinsurance	You may have to pay for services that aren't preventive. Ask your provider if the services you need are preventive. Then check what your plan will pay for.
If you have a test	Diagnostic test (x-ray)	10% coinsurance	40% coinsurance	None
	Diagnostic test (blood work)	10% coinsurance	40% coinsurance	None
	Imaging (CT/PET scans, MRIs)	10% coinsurance	40% coinsurance	None
If you have outpatient surgery	Facility fee (e.g., ambulatory surgery center)	10% coinsurance	40% coinsurance	None
	Phsician/surgeon fees (Outpatient)	10% coinsurance	40% coinsurance	None
If you need immediate medical attention	Emergency room care	$100 copay/visit		None
	Emergency medical transportation	10% coinsurance	40% coinsurance	None
	Urgent care	$40 copay/visit	40% coinsurance	None
If you have a hospital stay	Facility fee (e.g., hospital room)	10% coinsurance	40% coinsurance	None
	Physician/surgeon fee (inpatient)	10% coinsurance	40% coinsurance	None
If you need mental health, behavioral health, or substance abuse services	Outpatient services	Benefits paid based on corresponding medical		None
	Inpatient services	Benfits paid based on corresponding medical		None
If you are pregnant	Office visits	No charge	50% coinsurance	Cost sharing does not apply to certain preventive services. Depending on the type of services, copay, coinsurance, or deductible may apply. Maternity

Common Medical Event	Services You May Need	What You Will Pay Network Provider (You will pay the least)	What You Will Pay Non Network Provider (You will pay the most)	Limitations, Exceptions & Other Important Information
				care may include tests and services described elsewhere in the SBC (i.e.,ultrasound).
	Childbirth/delivery professional services	10% coinsurance	40% coinsurance	None
	Childbirth/delivery facility services	10% coinsurance	40% coinsurance	None
If you need help recovering or have other special health needs	Home health care Rehabilitation services (physical Therapy)	10% coinsurance 10% coinsurance	40% coinsurance 40% coinsurance	(40 visits per benefit period) None
	Habiliation services (Occupational Therapy)	10% coinsurance	40% coinsurance	None
	Habilitation services (Speech Therapy)	10% coinsurance	40% coinsurance	None
	Skilled nursing care	10% coinsurance	40% coinsurance	(120 days per benefit period)
	Durable medical equipment	10% coinsurance	40% coinsurance	None
	Hospice services	10% coinsurance	40% coinsurance	None
If your child needs dental or eye care	Children's eye exam	No charge	50% coinsurance	None
	Children's glasses Children's dental check-up	Not Covered Not Covered		Excluded Service Excluded Service
If you need drugs to treat your illness or condition	Generic copay – retail Tier 1	$10	Does Not Apply	
If you need drugs to treat your illness or condition More information about prescription drug coverage is available at MedMutual.com/SBC	Generic copay – home delivery Tier 1	$20	Does Not Apply	Not all Prescriptions are covered. To determine if a drug is covered under your plan, log into your account at Caremark.com and use the Check Drug Coverage and Cost tool. You are required to sue the Mail order service after 2 retail refills
	Preferred brand copay – retail Tier 2	$25	Does Not Apply	
	Preferred brand copay – home delivery Tier 2	$50	Does Not Apply	
	Non-Preferred brand copay – retail Tier 3	$50	Does Not Apply	
	Non-Preferred brand copay – home delivery Tier 3	$100	Does Not Aply	
	Specialty drugs – retail	$60	Does Not Apply	
	Specialty drugs – home delivery	$60	Does Not Apply	

Excluded Services & Other Covered Services:

Services Your Plan Generally Does NOT Cover (Check your policy or plan document for more information and a list of any other excluded services.)

- Acupuncture
- Children's dental check-up
- Children's glasses
- Cosmetic Surgery
- Dental Care (Adult)
- Hearing Aids
- Infertility Treatment
- Long-Term Care
- Non-emergency care when traveling outside the U.S.
- Routine Eye Care (Adult)
- Routine Foot Care
- Weight Loss Programs

Other Covered Services (Limitations may apply to these services. This isn't a complete list. Please see your plan document.)

- Bariatric Surgery
- Chiropractic Care
- Private-Duty Nursing

Your Rights to Continue Coverage: There are agencies that can help if you want to continue your coverage after it ends. The contact information for those agencies is: the Department of Labor's Employee Benefits Security Administration at 866-444-EBSA (3272) or dot.gov/ebsa/healthreform and the Department of Health and Human Services, Center for Consumer Information and Insurance Oversight, at 877-267-2323 x61565 or cciio.cms.gov. Other coverage options may be available to you, including buying individual insurance coverage through the Health Insurance Marketplace. For more information about the Marketplace, visit HealthCare.gov or call 800-318-2596.

Your Grievance and Appeals Rights: There are agencies that can help if you have a complaint against your plan for a denial of a claim. This complaint is called a grievance or appeal. For more information about your rights, look at the explanation of benefits you will receive for that medical claim. Your plan documents also provide complete information to submit a claim, appeal, or a grievance for any reason to your plan. For more information about your rights, or assistance, contact the Department of Labor's Employee Benefits Security Administration at 866-444-ESBA (3272) or dot.gov/ebsa/healthreform or your plan at 800-540-2583.

Does this plan provide Minimum Essential Coverage? Yes.
If you don't have Minimum Essential Coverage for a month, you'll have to make a payment when you file your tax return unless you qualify for an exemption from the requirement that you have health coverage for that month.

Does this plan meet Minimum Value Standards? Yes.
If your plan doesn't meet the Minimum Value Standards, you may be eligible for a premium tax credit to help you pay for a plan through the Marketplace.

To see examples of how this plan might cover costs for sample medical situations, see the next section
The coverage example numbers assume that the patient does not use an HRA or FSA. If you participate in an HRA or FSA and use it to pay for out-of-pocket expenses, then your costs may be lower.

This is not a cost estimator. Treatments shown are just examples of how this plan might cover medical care. Your actual costs will be different depending on the actual care you receive, the prices your providers charge, and many other factors. Focus on the cost sharing amounts (deductibles, copayments and coinsurance) and excluded services under the plan. Use this information to compare the portion of costs you might pay under different health plans. Please note these coverage examples are based on self-only coverage.

Peg is having a baby (9 months of in network pre natal care and a hospital delivery)	
• The plan's overall deductible	$750
• Specialist copay	$40
• Hospital (facility) coinsurance	10%
• Other coinsurance	10%

This EXAMPLE event includes services like:
Specialist office visits (*prenatal care*)
Childbirth/Delivery Professional Services
Childbirth/Delivery Facility Services
Diagnostic tests (*ultrasounds and blood work*)
Specialist visit (*anesthesia*)

Total Example Cost	**$12,800**

In this example, Peg would pay:

Cost Sharing	
Deductibles	$750
Copayments	$0
Coinsurance	$1,200
What isn't covered	
Limits or exclusions	$100
The total Peg would pay is	**$2,050**

Managing Joe s type 2 Diabetes (a year of routine in network care of a well controlled condition)	
• The plan's overall deductible	$750
• Specialist copay	$40
• Hospital (facility) coinsurance	10%
• Other coinsurance	10%

This EXAMPLE event includes services like:
Primary care physician office visits (*including disease education*)
Diagnostic tests (*blood work*)
Prescription drugs
Durable medical equipment (*glucose meter*)

Total Example Cost	**$7,400**

In this example, Joe would pay:

Cost Sharing	
Deductibles	$100
Copayments	$200
Coinsurance	$0
What isn't covered	
Limits or exclusions	$6,000
The total Joe would pay is	**$6,300**

Mia s Simple Fracture (in network emergency room visit and follow up care)	
• The plan's overall deductible	$750
• Specialist copay	$40
• Hospital (facility) coinsurance	10%
• Other coinsurance	10%

This EXAMPLE event includes services like:
Emergency room care (*including medical supplies*)
Diagnostic test (*x-ray*)
Durable medical equipment *crutches*)
Rehabilitation services (*physical therapy*)

Total Example Cost	**$1,900**

In this example, Mia would pay:

Cost Sharing	
Deductibles	$750
Copayments	$200
Coinsurance	$40
What isn't covered	
Limits or exclusions	$0
The total Mia would pay is	**$990**

Note: These numbers assume the patient does not participate in the plan's wellness program. If you participate in the plan's wellness program, you may be able to reduce your costs. For more information about the wellness program, please contact 800-540-2583.

This plan would be responsible for the other costs of these EXAMPLE covered services.

Self-Assessment Summary Tool

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

Name:
Date:

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

Standard 7: Professional Responsibility and Growth	● Understanding of and adherence to professional ethics, policies and legal codes ● Engagement in continuous, purposeful professional development ● Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement			



Professional Growth Plan

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

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

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

Choose the **Domain(s)** aligned to the goal(s).			
☐ Focus for Learning ☐ Knowledge of Students ☐ Lesson Delivery		☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities	
Goal Statement(s) Demonstrating Performance on ***Ohio Standards for the Teaching Profession***	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed
Describe the alignment to district and/or building improvement plan(s):			
Comments:			

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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





Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

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

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





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

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

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

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

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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





Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance.

☐ The Improvement Plan should continue for time specified: _____.

☐ Dismissal is recommended.

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

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

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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



Teacher Performance Evaluation Rubric

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

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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
					plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
KNOWLEDGE OF STUDENTS	**Planning instruction for**	The teacher's instructional plan makes	The teacher's instructional plan makes minimal	The teacher's instructional plan reflects connections to	The teacher's instructional plan reflects consistent

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

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: pre-conference, post-conference,*	**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	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals. The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students	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 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

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
formal observation, classroom walk-throughs/informal observations, peer review		strategies. There is no student engagement. The teacher does not give students feedback.	demonstrate little engagement in the lesson. Feedback to students is general, occasional or limited and may not always support student learning.	The teacher's communication strategies and questioning techniques check for understanding and encourage higher-level thinking. The teacher gives students substantive, specific and timely feedback to support their learning.	strategies and questioning techniques engage students in higher-level and creative thinking and stimulate student-to-student interactions. The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
LESSON DELIVERY *(continued)*	**Evidence**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Student-centered learning 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.	Learning is primarily teacher directed. Students participate in whole class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
		There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	class learning opportunities to maximize student learning. Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.	independent, collaborative and whole class learning opportunities to maximize student learning. Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) *Possible Sources of Evidence: pre-conference, post-conference,*	**Classroom routines and procedures** Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
formal observation, classroom walk-throughs/informal observations, peer review, student surveys	**Evidence**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-being.	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	There is consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment)	**Use of assessments** Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments.	The teacher makes limited use of varied assessments.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments.	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated

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

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration	**Communication and collaboration with families**	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with	The teacher uses effective and appropriate communication and engagement strategies	The teacher uses multiple effective and appropriate communication and engagement strategies with individual

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

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

OTES 2.0 Teacher Performance Rating Definitions

In accordance with Ohio Revised Code 3319.112, the rubric describes four levels of teacher performance. Each performance rating can also be described in more general terms as a holistic rating of teacher performance:

Ineffective: This rating indicates the teacher fails to demonstrate minimum performance expectations. A rating of **Ineffective** indicates the teacher consistently fails to demonstrate competency. The teacher is not effectively meeting the needs of his or her students. The teacher requires immediate assistance through ongoing intensive support.	**Developing:** This rating indicates the teacher is working to utilize his or her growing knowledge and skills. A rating of **Developing** indicates the teacher demonstrates competency in some of the teaching standards but needs improvement in others. The teacher attempts to meet the needs of the whole group. The Developing teacher is in the process of refining his or her skills and abilities. The teacher strives to improve his or her instructional and professional practice. The teacher may be making progress, but performance requires ongoing professional support for necessary growth to occur.	**Skilled:** This rating is the rigorous and expected performance level. A rating of **Skilled** indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most of the teaching standards. The teacher addresses the needs of groups of students. The Skilled teacher integrates knowledge, skills and abilities needed for effective classroom instruction. The teacher consistently strives to improve his or her instructional and professional practice. The Skilled teacher demonstrates purposefulness, flexibility and consistency.	**Accomplished:** This rating is the highest level of achievement. A rating of **Accomplished** indicates the teacher consistently meets expectations for performance and fully demonstrates competency in most or all of the teaching standards. The teacher addresses the needs of individual students. The Accomplished teacher uses a strong foundation of knowledge, skills and abilities to innovate and enhance their classroom, building and potentially the profession. The teacher consistently strives to improve his or her instructional and professional practice and contributes to the school, building or district through the development and support of colleagues. The Accomplished teacher is a leader who empowers and influences others.

Using High-Quality Student Data to Inform Instruction and Enhance Practice

Choosing and using high-quality student data (HQSD) to guide instructional decisions and meet student learning needs is key in making sound instructional decisions for students. The teacher evaluation will use at least two measures of district-determined high-quality student data to **provide evidence of student learning attributable to the teacher** being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use at least one other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable.*

It is recognized there are many types of data that can be used to support student learning, and the data include much more than just test scores. *These types of data and their uses are important and should continue to be used to guide instruction and address the needs of the whole child but may not meet the definition of high-quality student data for the purpose of teacher evaluation.*

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

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

AND

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

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

*LEGAL REFS. ORC 3319.111; 3319.112

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High-Quality Student Data Verification Form

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

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

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

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

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

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

AND

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

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

Comments: Click or tap here to enter text.

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

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

FINAL March 27, 2020

Ohio Department of Education

Pre-Conference Planning

Ohio Teacher Evaluation System 2.0

Sample Pre-Conference Questions to Guide a Coaching Conversation

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

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING

- What content will students know/understand? What skills will they demonstrate?
- How has high-quality student data been utilized to set developmentally appropriate goals for student learning?
- What connections does this lesson make to previous and future learning, to other disciplines, to real life and/or possible careers?
- How do the activities, assessments and resources align with student needs, school and district priorities, and Ohio's Learning Standards?

KNOWLEDGE OF STUDENTS

- What should the evaluator know about the student population?
- How was it determined that this is a developmentally appropriate learning activity?
- How does this lesson connect to students' experiences and/or culture?

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY

- How will the goals for learning be communicated to students?
- What questioning techniques will be used to check for understanding and encourage higher-level thinking?
- What collaborative and whole class instructional strategies will be used to engage all students?
- How will feedback be used to support student learning?
- What opportunities for student choice about learning paths and/or ways to demonstrate learning will be offered?

CLASSROOM ENVIRONMENT

- How do you demonstrate regard for student perspectives, experiences and culture?
- How do you ensure interactions are respectful and supportive?
- How are students involved in establishing and maintaining classroom routines and procedures?

ASSESSMENT OF STUDENT LEARNING

- How will you check for student understanding during the lesson?
- What potential learning obstacles might students encounter?
- What different methods of assessment are used in this lesson?
- How will you use assessment data to inform your next steps?
- What evidence does high-quality student data provide about student learning?

PROFESSIONALISM

PROFESSIONAL RESPONSIBILITIES

- Discuss ways you reflect on and analyze your teaching.
- How do you collaborate with colleagues to improve student learning and instructional practice?
- How do you promote two-way communication with students? With families?

Final March 27, 2020

Walkthroughs/Informal Observations: Overview and Resources
Ohio Teacher Evaluation System 2.0

Overview: Walkthroughs/Informal Observations:

Observations of teaching provide important evidence when assessing a teacher's performance and effectiveness. As an evaluator observes a teacher engaging students in learning, valuable evidence may be collected on multiple levels. While many of these interactions may take place in the classroom, a more formal instructional setting, it should be noted that evidence of teacher practice is visible in many settings. Some teacher behaviors are observable in the classroom while other evidence may be obtained from formal conferences, informal conversations, and evidence of practice, as well as input from colleagues, parents/guardians and students.

As part of the observation process, ongoing communication and collaboration between evaluator and teacher help foster a productive professional relationship that is supportive and enhances a teacher's professional growth and development.

A walkthrough/informal observation is a

- Tool to inform evaluation that provides the opportunity to gather evidence of instruction over a series of short classroom visits;
- Method to allow evaluators opportunity to gather additional evidence on identified focus area(s) to enhance teacher practice;
- Process for giving targeted evidence-based feedback to teachers; and
- Means for evaluators to visit classrooms more frequently and more purposefully.

As part of the teacher evaluation system, walkthroughs/informal observations should, whenever possible, be focused on gathering evidence related to the teacher's identified focus area(s). However, evaluators are not limited to only collecting evidence on the identified focus area(s). Evaluators must ensure they have sufficient evidence to provide a Final Holistic Rating at the end of the evaluation cycle.

Guidelines for Walkthroughs/Informal Observations

Informally Observe Teachers

Teachers who are fully evaluated will have a minimum of two walkthroughs. Walkthroughs are informal observations less than 30 minutes; these may be announced or unannounced.

Informally Observe Often

The evaluator's presence in the classroom should send a positive message to teachers. Conducting walkthroughs consistently and frequently can have a positive impact on teacher practice and student learning. Find time to observe teachers at varying times of the day because what occurs in the morning can be different from what occurs in the afternoon.

Focusing on Identified Areas for Support

Focus area(s) may be determined during the required conference following the first Formal Holistic Observation or during the previous year's Final Summative Conference. The focus may be area(s) of relative strength and/or area(s) for improvement. Determination of focus area(s) should mirror the level of autonomy used to develop Professional Growth Plans:

FINAL March 27, 2020

- Teachers rated Accomplished - Self-Directed by teacher
- Teachers rated Skilled – Jointly determined by teacher and evaluator
- Teachers rated Developing – Guided by evaluator
- Teachers rated Ineffective – Determined by evaluator

Evidence gathered during walkthroughs that occur after the Formal Holistic Observation should be focused on the teacher's identified area(s) for support when applicable. Evaluators are not limited to collecting evidence on the identified focus area(s). Evaluators must ensure they have sufficient evidence to provide a Final Holistic Rating at the end of the evaluation cycle.

Make Time to Follow Up

Follow-up communication to walkthroughs is a critical component. Follow-up will often be in writing, but the evaluator should extend to the teacher an invitation to discuss any comments provided face-to-face. The evaluator may also offer resources to support teachers in enhancing their practice. If possible, evaluators should follow up with the teacher on either the same day or the next day. To impact practice, teachers should receive feedback in a timely manner.

Teacher-Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to the teacher's identified focus area(s).

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes measures of values or counts expressed as numbers. For example, the evaluator could use a checklist to tally the types of questions asked (higher versus lower levels). The evaluator might also chart the number and types of assessments used. Qualitative data can include scripted notes detailing patterns of activities, feedback shared and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: General Form

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

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

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

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

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

Evaluator Summary Comments:

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

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: Open-Ended Form

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

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

OBSERVATIONS

Evaluator Summary Comments:

FINAL March 27, 2020

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

Planning for the Post-Conference
Ohio Teacher Evaluation System 2.0

Post-Conference Planning

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

Considerations

Before deciding which reflective questions are best matched to the educator's performance and goals, consider the following:

- What focus area(s) might be/were identified after the Formal Holistic Observation? What evidence has been demonstrated to support growth in the focus area(s)?
- What are the teacher's goals on the Professional Growth Plan (PGP)? Do the measurable indicators identified on the PGP demonstrate progress on the plan?
- What does the teacher's high-quality student data (HQSD) demonstrate about instruction and student learning?
- How has the teacher provided evidence of *use* of the HQSD to impact student learning and teacher practice?
- What further supports might this teacher need to enhance practice and demonstrate growth?

Reflective Questions

The number and type of focus area(s) (strength and/or area of growth) are determined locally.

- Record 3 to 5 reflective questions aligned to the identified focus area(s) that would enhance a strength and/or support an area of growth.

1.
2.
3.
4.
5.

Three Key Elements of the Instructional Post-Conference

Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
    - Review Conference Process
    - General Impression Question: "How do you think the lesson went?"

2. Focus area(s)
    - Discuss identified focus area(s)
    - Ask self-reflection question/s
    - Provide evidence from notes
    - Share resources and supports

3. Present evidence and rating connected to the rubric.

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Final Holistic Rating of Teacher Effectiveness—Full Evaluation

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

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Ohio Department of Education

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

Professional Growth Plan Goal(s) Alignment:	**Dates:**	
Mark Domain Area(s): ☐Focus for Learning ☐Knowledge of Students ☐Lesson Delivery ☐Classroom Environment ☐Assessment of Student Learning ☐Professional Responsibilities **Focus Area(s) Comments:**	Date of Observation: Date of Conference: **Comments:**	
Professional Growth Plan Goal(s):	(Goal(s) prepopulate from previous entry)	
Progress on Professional Growth Plan Goal:	☐Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)	☐Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)
Evaluator Comments:		
Teacher Comments:		

Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal • **Carry forward from previous rating**	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

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

☐Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Ohio Department of Education

Ohio School Counselor Evaluation System | **Assessment of School Counselor Performance**

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 articulates all components of a comprehensive school counseling 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 implements all components of a comprehensive school counseling program and frequently reflects on future program development.
	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 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 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 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 identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence				

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 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 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 in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
	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 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 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 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 does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	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 promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence				

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 provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	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 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 does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	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 does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	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 makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	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				

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 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 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 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 does not monitor effectiveness of the program.	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 effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	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				

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 attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of 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 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 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 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 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 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 identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	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 does not promote the program or the role of the school counselor in achieving the school's mission and student success.	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 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 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				

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.	he 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 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 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 does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	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 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 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 does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
Evidence				

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				

Ohio School Counselor Evaluation System

Professional Growth Plan

Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: Evaluator Name: ☐ Self-Directed ☐ Collaborative

Goal One

*Choose the **Standard(s)** aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.*

☐ Comprehensive School Counseling Program Plan
☐ Direct Services for Academic, Career, and Social/Emotional Development
☐ Indirect Services
☐ Evaluation and Data
☐ Leadership and Advocacy
☐ Professional Responsibility, Knowledge & Growth

Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Goal Two

*Choose the domain(s) aligned to the **Metric of Student Outcomes** goal.*

☐ Academic ☐ College/Career ☐ Social/Emotional

Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

Ohio School Counselor Evaluation System

Self-Assessment

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?

I possess the knowledge and skills to design a comprehensive and proactive school counseling program.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 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
I coordinate school and community resources and provide referrals as needed to support students and promote their 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 student performance and progress.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I monitor the effectiveness of the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

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?

I serve as a leader.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster a school environment that is inclusive of, responsive to, and safe for its diverse members.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
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

Ohio School Counselor Evaluation System

Improvement Plan

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: Date of Improvement Plan Conference:
School Year: Building:

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

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

Improvement Plan (continued)

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

Section 4: Assistance and Professional Development

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

Date for this Improvement Plan to Be Evaluated:

School Counselor's Signature: _____ Date:

Evaluator's Signature: _____ Date:

Improvement Plan: Evaluation of Plan

School Counselor Name: Date of Evaluation:
School Year: Building:

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:
☐ Recommend dismissal.

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

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

School Counselor's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

* The level of performance varies depending on school counselor's years of experience.

Pre-Observation Planning and Post-Observation Resource Questions

The following sample questions are intended to guide thinking and conversation. All questions will not apply to all observations. The purpose of the pre-observation conference and post-observation conference is to promote communication, understanding and reflection of professional practices.

Pre-Observation

- What are your goals for the school counseling program?
- What do you want to accomplish for the observation?
- How will you know if you accomplish your goals for the observation?
- How will your actions support the overall plan for the school counseling program?
- What could I observe you doing on a typical day?
- What is the rationale and context for what I will observe?
- What made you choose this particular activity?
- How will you prepare for the activity?
- What prior knowledge does the participant need to have for this activity?
- How can you get immediate feedback to make sure the participants understand the most important parts of your presentation?
- Discuss ways you meet the needs of students through individual planning.
- How will you help students develop skills for personal or social success?
- What collaboration might you have with colleagues in preparation for the observation?
- What might be some strategies for collaboration with colleagues inside and outside of your department?
- What outcome are you focused on?
- How do you plan to help students develop skills for academic success, career development, personal or social success?
- What data do you plan to collect that monitor's student progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

Post-Observation

- What do you feel was the strongest point of the observation? Why?
- To what extent do you think you accomplished your goals for the observation? How do you analyze and reflect on your work? In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data help improve student outcomes?
- After the observation, what will be your next steps?
- What would you most like to improve?
- What are some thoughts about providing responsive services to meet student needs?
- Discuss ways you could meet the needs of students through systems support.
- Discuss ways in which you can advocate for different groups of students.
- How can I as the evaluator help you reach your goals for the program?

Ohio School Counselor Evaluation System

Informal Observations

Informal Observation: Open-Ended Form

School Counselor Name: **Activity Observed:** **Date:**

Evaluator Name: **Time Informal Observation Begins:** **Time Informal Observation Ends:**

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

Evaluator Summary Comments:

Evaluator Signature ☐ **Photocopy to School Counselor**

Ohio School Counselor Evaluation System

Final Summative Rating

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:		*Area of refinement:*		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

School Counselor Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Post Conference Planning

The goal for the conference leader is to cognitively coach the school counselor through the use of reflective questions. Record three reflective questions you would ask the school counselor that align with the area of reinforcement.

1.
2.
3.

Record three reflective questions you would ask the school counselor that align with the area of refinement.

1.
2.
3.

Four Key Elements of the Post-Conference

1. Introduction/Greeting/Establish Length:
    - Review conference process
    - General impression question: "How do you think the activity went?"

2. Reinforcing the School Counselor:
    - Identify an area of reinforcement (ONLY one area)
    - Ask self-analysis question
    - Provide evidence from notes

3. Refining the School Counselor's Skill:
    - Identify an area of refinement (ONLY one area)
    - Ask self-analysis question
    - Provide evidence from notes
    - Give a recommendation for future practice

Present evidence and rating connected to the rubric

Optional Form to Demonstrate a Positive Student Outcome Using Student Metrics

This section of the model outlines the possible process a school counselor and evaluator might follow to determine the metric(s) of student outcomes and demonstrate a positive student outcome for the Ohio School Counselor Evaluation System.

Step One: Identify Domain Focus Area(s):
Identify the student domain area(s) in the district, building, cohort, or grade level(s) based on needs.

Example: School counselor data from 2015-2016 showed that the incoming seventh grade cohort had on average the highest number of interpersonal student conflicts. Domain: Social/Emotional

Step Two: Identify Desired Student Outcome(s)
Based on identified focus areas of need (step one), develop student outcome goal(s).

Example: In 2016-2017, Smart Middle School data will show a reduction in the average number of interpersonal student conflicts among the seventh grade cohort by April 2017.

Step Three: Determine the Metric(s) of Student Outcomes
Determine the measurement data to be used to demonstrate a change in student knowledge, skills or behavior.

Example: Office Referrals (disaggregated to show the number of incidents of interpersonal conflict among seventh grade students). Peer Mediation Log Data (disaggregated to show the number of interpersonal conflicts mediated among seventh grade students). Survey data to show the number of students using mediation techniques to solve conflicts.

Step Four: Relevant school counselor activities/interventions
Describe activities, lessons or interventions the school counselor will implement and monitor to achieve the desired student outcome(s).

Example: The school counselor will train peer mediators and hold weekly sessions to support positive peer relations among seventh grade students. The school counselor will design and distribute an online survey to seventh grade students to assess their knowledge and use of conflict resolution techniques at the beginning of the school year 2016-2017 and again in the spring.

Step Five: Monitoring

Over the course of the school year, monitor progress made on each metric of student outcomes.

> *Example: The school counselor reviews data in November 2016 and February 2017 to note changes. Additionally, school counselor collects informal data from the peer mediation weekly sessions in November 2016 and February 2017, and he or she reviews the peer mediation logs for trends and patterns.*

Step Six: Analyze Results and Report Results

At the end of the evaluation process, determine the impact for each student outcome.

> *Example: 2015-2016 school counselor data revealed that on average the incoming seventh grade cohort had 12 interpersonal student conflicts per month; in April 2017 data revealed that the seventh grade cohort had seven interpersonal student conflicts per month. Informal data from the peer mediation weekly sessions revealed that students reported using peer mediation to solve interpersonal student conflicts more frequently. Survey data showed that seventh grade students increased both their knowledge and use of conflict resolution strategies during the year.*