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NEGOTIATED AGREEMENT

Between the

EAST LIVERPOOL
BOARD OF EDUCATION

and the

EAST LIVERPOOL
EDUCATION ASSOCIATION/OEA/NEA

September 1, 2025 to August 31, 2028

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ARTICLE I – RECOGNITION

The East Liverpool City Board of Education, hereinafter "Employer" or "Board," hereby recognizes the East Liverpool Education Association OEA/NEA-Local, hereinafter the "Association," as the sole and exclusive bargaining representative, for the purposes of and as defined in Chapter 4117 Ohio Revised Code, for all professional, non-supervisory personnel (as certified by the State Employment Relations Board) under contract employed, or to be employed by the District performing or to perform work including by way of illustration only, but not limited to, classroom teachers (Pre-K-12, full-time adult, special, career and technical, school counselors, athletic trainer, athletic director, head teacher, and full-time substitutes), regularly scheduled in-school tutors, librarians, media and program specialists, school nurses, department heads, and coordinators (with the express exception of the Gifted Coordinator and the Title I Director/Coordinator).

The Union recognizes that the Superintendent, Assistant Superintendent, Principals, administrative and supervisory personnel as defined in Chapter 4117 Ohio Revised Code, and including but not limited to casual substitute teachers (less than sixty (60) days per year in the same assignment) and home-bound instruction tutors are excluded from the bargaining unit.

Long-Term Substitutes

Long-term substitutes are teachers hired to fill the temporary vacancy of a teacher on leave in the same assignment for more than sixty (60) days. The employment of long-term substitutes shall automatically expire at the end of that the period of substitution or upon return to duty of the teacher from an approved leave of absence without any action by the Board or further notice to the teacher.

a. Beginning with the 61st day of employment in the same assignment, a long-term substitute shall be placed on the BACH column, Step 0, of the salary schedule.

b. A long-term substitute shall be granted a year of service credit only if employed for a minimum of one hundred twenty (120) days (at least three and one-half (3 ½) hours per day) in any one school year.

c. The following contractual and statutory provisions shall not apply to long-term substitutes: Non-renewal rights, Evaluation Rights and Section 3319.111 of the Ohio Revised Code (unless required by OTES or OSCES); and Reduction in Force rights and Section 3319.17 of the Ohio Revised Code.

d. At any time, long-term substitutes may become regular teaching employees in accordance with normal hiring procedures. Subsequent continuous employment of a long-term substitute for the succeeding school year in the same assignment under another one-year limited contract shall allow the long-term substitute to move to step one (1) of the BACH column on the salary schedule.

ARTICLE II – NEGOTIATIONS

A. Scope of Bargaining

Those matters which shall be negotiated are wages, hours, terms and other conditions of employment and the continuation, modification, or deletion of an existing provision of the collective bargaining agreement.

B. Negotiations Procedure

1. Directing Requests

Requests from the Association for negotiations shall be made in writing to the Board or its designated representatives. Requests from the Board shall be made in writing to the President of the Association or his or her designated representative. Requests for meetings shall be made no sooner than 180 days (unless otherwise mutually agreed upon by both parties) and no less than 90 days from the expiration of the negotiated agreement entered into between the parties. The first negotiations session shall be held no later than thirty (30) days after receipt of the notice to negotiate.

2. Negotiations Meetings

At the first meeting, both parties will exchange their respective proposals. No item shall be added to the agenda without the mutual consent of the parties. Participants shall be limited to designated negotiations team members, Board attorneys, Association attorneys, administrators, consultants, and specialists. The number of negotiation team members, including representatives, shall be limited to seven (7) for each side. However, either party may bring in a consultant as needed to address specific issues being discussed, such as insurance. When negotiation sessions are scheduled during school hours, the Board shall provide release time for three bargaining unit members.

Unless otherwise mutually agreed upon in writing by the parties, negotiations shall be private and closed to the press and the public, and no news releases or statements disclosing specific proposals shall be made or given to the public or news media. Once impasse is declared, either party is permitted to provide information regarding negotiations to the public and/or news media.

3. Information

The Board shall make available to the Association, upon reasonable request, all regularly and routinely prepared information to aid in developing intelligent, accurate and constructive proposals.

4. Protocol

No action to coerce or censor or penalize any negotiating participant shall be made or implied by any other member as a result of participation in the negotiating process.

5. Agreement

As negotiation items receive tentative agreement, they shall be reduced to writing and initialed by each party. When an agreement is reached on all items subject to negotiations, the proposed agreement shall be submitted to the Association and Board for their formal consideration. Upon ratification by the Association, the agreement shall be submitted to the Board for its consideration. If approved, two (2) copies of the agreement shall be signed and one retained by each party.

6. Disagreement – Impasse Procedure

In the event that the Agreement cannot be obtained within sixty (60) days, either bargaining team may declare impasse and a request for mediation through the services of the Federal Mediation and Conciliation Service, or both parties can agree to informal mediation without declaring impasse. The assigned mediator shall have the requisite authority to call meetings between the parties.

Any cost involved in obtaining the services of a mediator shall be shared equally between the Board and the Association.

7. Right to Strike

The Association is permitted to strike in accordance with Ohio law, and as a result, the Association has the right to proceed in accordance with O.R.C. 4117.14(D)(2).

C. Federal Mediation and Conciliation Service (FMCS)

If the Federal Mediation and Conciliation Service (FMCS) no longer provides or cannot provide services as referenced throughout the Master Agreement, the Board and Association shall mutually agree upon another entity to provide the needed services. Both parties agree to equally share all costs associated with services.

ARTICLE III – GRIEVANCE PROCEDURE

A. Grievance Procedure

1. Definition

a. A grievance is an alleged violation, misinterpretation, or misapplication of this written agreement entered into between the Board and the Association.

b. A grievant is the Association or bargaining unit member who has a grievance.

c. Immediate supervisor shall mean that administrator having immediate supervisory responsibility over the position from which the grievant has filed.

d. A day shall mean work days during the regular school year; during the summer months, day means calendar days exclusive of Saturday, Sunday, and legal holidays. The number of days indicated at each level shall be considered as maximum and shall not be exceeded. The time limits provided herein will be strictly adhered to and any grievance not filed initially or appealed within the specified time limits set forth hereafter will be deemed waived and void and not subject to grievance or arbitration proceedings. If the Board fails to reply within the specified time limits as required hereafter, the grievance shall be automatically sustained in favor of the grievant. The time limit specified for either party may be extended automatically for a period of ten days upon written notification from either party except as noted in Level 3. Any further extensions in time limits must be the result of mutual agreement of the parties.

2. No reprisals of any kind shall be taken by the Board, or any member of the administration against any grievant, representative, bargaining unit member, or other participant in a grievance procedure because of such participation.

Likewise, no reprisals of any kind shall be taken by the grievant or his/her representatives of the Association against administrators or the Board.

3. All documents, communications, and records dealing with the processing of grievances shall be filed separately from the personnel file of the aggrieved.

4. A grievant may be accompanied at all times and at all levels of the grievance procedure by not more than two representatives of the Association. The administrator hearing such grievance may at all times be accompanied by not more than two representatives.

5. Copies of all notices of hearings, decisions or grievances and appeals shall be in writing and sent to the Association President, the grievant, the Treasurer, and appropriate administrator.

6. Hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons necessary for the presentation of the grievance to attend.

7. Forms for processing grievances shall be made available by officials of the Association. For the information of the bargaining unit members, a copy of the grievance form is attached hereto as Appendix U.

8. No precedent or past practice is established by a bargaining unit member's failure to file a grievance over an alleged violation of the contract. Notwithstanding this section, all timelines outlined in Section B apply to any subsequent grievance filed by the Association or any other bargaining unit member.

B. Procedure

1. Level One – Informal

a. Any bargaining unit member with a problem must have privately discussed this problem first with his/her immediate supervisor before a grievance shall be filed. To initiate the grievance procedure, the bargaining unit member shall identify this discussion as a Level One grievance.

The problem shall have been discussed within twenty (20) days after the grievant becomes aware of an alleged violation, misinterpretation or misapplication of the Master Agreement or should have become aware upon the exercise of reasonable diligence.

b. In the event the immediate supervisor is not vested with the authority to resolve the grievance, the bargaining unit member and the immediate supervisor, following a conference may waive Level Two and proceed to Level Three.

2. Level Two

If the informal discussion does not resolve the grievance to the satisfaction of the bargaining unit member, such bargaining unit member shall have the right to lodge a written grievance with such bargaining unit member's building principal. If such grievance is not lodged within ten (10) days following the discussion at Level One, the grievance shall no longer exist. The written grievance shall be on a standard form and shall contain a statement of the facts upon which the grievance is based, and a reference to the specific provision of the written agreement allegedly violated, misinterpreted or misapplied, and the relief sought. A copy of the grievance shall

be filed with the Superintendent. The bargaining unit member shall have a right to request a hearing before the building principal. Such hearing shall be conducted within five (5) days after receipt of such request. The grieving bargaining unit member shall be advised in writing of the time, place, and date of the hearing, which shall be reasonably convenient for all parties.

The building principal shall take action on the written grievance within five (5) days after receipt of said grievance; or, if a hearing is requested, within five (5) days after the conclusion of said hearing. The action taken, the reason(s) for the action, and the contractual clauses relied on by the building principal shall be reduced to writing and copies sent to the bargaining unit member, the Superintendent, the Treasurer of the Board of Education, and the President of the Association.

3. Level Three – Formal

If the action taken by the building principal does not resolve the grievance to the satisfaction of the bargaining unit member, such bargaining unit member may appeal in writing to the Superintendent. Such appeal shall include the reasons for the appeal. Failure to file such an appeal within five (5) days from receipt of the written notice of the principal's action on said grievance shall be deemed a waiver of the right to appeal. Upon request, a hearing shall be conducted by the Superintendent within five (5) days after receipt of the request. Such hearing shall be held at a time which shall be reasonably convenient for all parties.

The grieving bargaining unit member shall be advised, in writing, of the time, place, and date of such hearing, which shall be reasonably convenient for all parties.

The Superintendent shall take action on the appeal of the grievance within ten (10 days after receipt of the appeal, or if a hearing is requested, ten (10) days after the conclusion of such hearing.

The action taken, the reasons for the action, and the contractual clauses relied on by the Superintendent shall be reduced to writing and copies sent to the bargaining unit member, the building principal, Treasurer of the Board, and the President of the Association.

4. Level Four

If the aggrieved bargaining unit member is not satisfied with the disposition at Level Three, he/she may request, through the Association, that the issue be submitted to arbitration within five (5) days after receipt of the written notice of the action taken by the Superintendent.

From the date that the letter from the Association President is received by the Superintendent, no arbitration shall take place for a period of sixty (60) days.

During that time period, mediation may take place. If mediation is utilized, the mediator will be provided by the Federal Mediation and Conciliation Service (FMCS). Once mediation has occurred, the parties may agree to waive the sixty days and proceed with the arbitration process.

Within five (5) days following receipt by the President of the grievant's request for arbitration, the Board or its designated representative and the Association shall mutually petition the American Arbitration Association to provide both parties with a list of seven (7) names from which an arbitrator will be selected by the alternate strike method and notified in accordance with the rules of the American Arbitration Association. The toss of a coin will determine who strikes first. Either party has the right to request a second list.

Once the arbitrator has been selected, he or she shall proceed with the arbitration on the grievance in accordance with the Voluntary Labor Arbitration Rules of the American Arbitration Association. The arbitrator shall have the authority to consider only a single grievance or several grievances involving a common question of interpretation or application.

The arbitrator shall hold the necessary hearing promptly and issue the decision within such time as may be agreed upon. The decision shall be in writing and a copy sent to all parties present at the hearing. The decision of the arbitrator shall be binding on the Board, the Association, and the grievant.

The arbitrator shall not have the authority to add, subtract from, modify, change, or alter any of the provisions of this Collective Bargaining Contract; nor add to, detract from, or modify the language therein; nor make any award which is inconsistent with the terms of this Agreement.

All expenses for the arbitrator shall be shared equally by the Board and the Association.

ARTICLE IV – EXCLUSIVE RIGHTS OF THE ASSOCIATION

The Association shall be granted the following sole and exclusive organizational rights as the bargaining agent:

1. Bulletin Board

   Use of faculty bulletin boards located in faculty rooms provided for instructional staff information. Easily accessible space shall be provided for this purpose in each building. The materials so posted shall be signed by the individual issuing such information.

2. Faculty Meetings

To make organizational announcements at the conclusion of general faculty meetings.

3. Public Address System

Use of all building public address systems for Association meeting announcements in keeping with normal building procedure.

4. School Mail

Use of the internal system of the school mail for distribution of Association materials provided, however, that no designation, insignia, or other identification shall be affixed to such mail boxes to designate member or non-member of the Association.

5. Board Agenda

At the Association President's request, the Board shall provide a copy of the agenda for the upcoming Board meeting. Said agenda and any proposed policy changes shall be provided to the Association President no later than the Friday before a regular meeting of the Board.

6. Board Minutes

The minutes and any attachments thereto of all meetings within ten (10) days after they have been approved by the Board.

7. Treasurer's Report

The Board shall provide the Association President, upon completion, the Treasurer's June Report showing actual receipts and expenditures.

8. Advisory Councils

a. Building Advisory Councils

The bargaining unit members of each school will elect a Building Advisory Council, which may meet with building administrator(s) to discuss building concerns. Such meetings will take place once each month unless the parties agree that a meeting is not necessary. The parties will not meet more than once a month unless both parties agree otherwise. Meetings may be held during the school day, if substitute teachers are not required. Compensation will not be provided for meetings after the school day.

Concerns for discussion at these meetings could include school problems and practices, suggested revisions in building rules, and the implementation of the building rules. The Council will function as an advisory body to assist in the effective operation of each school. In the event that such concerns cannot be resolved by the Building Advisory Council, either party to the Council may address their concerns to the Superintendent.

The Council shall consist of not more than one (1) member for every ten (10) full time equivalent bargaining unit members in the building. Such members will be nominated annually by the bargaining unit Board of Directors and elected by the bargaining unit members within the building. No committee shall contain less than three members. The Superintendent may appoint one (1) additional bargaining unit member to promote an equitable building representation.

Should subsequent laws in the State of Ohio governing building advisory council be enacted, this section of the contract will be reopened in order to adapt the Council to such requirements as may be lawfully adopted.

b. Association/Superintendent Advisory Council

The Superintendent shall meet with the President and other Association representatives to discuss Association concerns. Such meetings will take place once each month unless the parties agree that a meeting is not necessary. The parties will not meet more than once a month unless both parties agree otherwise.

Contractual issues that have been filed as grievances will not be discussed at these meetings.

If these concerns are not resolved to the Association's satisfaction, then the President and other Association representatives shall have the opportunity to discuss the matter at the next regular or special meeting of the Board held no less than seven days nor more than thirty days after receipt of a request to appear before the Board. If the subject of the matter is as authorized in Section 121.22 of the Ohio Revised Code or as provided in Article II Paragraph A of this agreement, such meeting shall be in executive session.

9. Use of School Building

The right to use school buildings to conduct the business of the Association shall be granted upon written notice of the Building Principal. Such use shall be at no cost to the Association except the Association shall reimburse the board for any actual costs incurred by reason of the Association's use.

The Building Principal shall deny the Association's use of the building if such use reasonably interferes with the scheduled use of the building.

10. Use of School Equipment

The right to use school equipment to conduct the business of the Association shall be granted when such use does not interfere with the school use of such equipment. Such equipment shall not be removed from school premises.

The Association shall reimburse the Board for all supplies expended by such use and shall be liable for all damage to such equipment except as may be incurred by normal wear.

11. Teacher Orientation

Upon request, the Association shall have an opportunity to appear on the orientation program for new bargaining unit members. The presentation shall be for the exclusive purpose of explaining services offered by the Association and soliciting membership and shall not exceed thirty (30) minutes in duration.

12. Board Meeting

If after following the procedures identified under #8 above, the matter is not resolved, then a representative appointed by the Association shall be granted time to speak at regular Board meetings during the time reserved for public discussion and in accordance with the rules governing public discussion. These rules shall not limit the topic for discussion.

ARTICLE V – TERMS AND CONDITIONS OF EMPLOYMENT

A. Personnel Files

1. A bargaining unit member shall have the right to review his or her own personnel file upon reasonable request. At the discretion of the Superintendent, such review shall be in the presence of the Superintendent or his/her designee. Information which has been given in confidence to the Board in the nature of personnel references or sent by educational agencies may be removed prior to the review by the bargaining unit member. A bargaining unit member has the right to bring a witness of his/her choice to observe the review. In addition, the employee may permit, by written notice, an Association representative to review the employee's file.

2. Only one (1) personnel file for each bargaining unit member shall be kept for the purposes of employment decisions by the board and the Superintendent. This will be maintained in the central office.

3. No material may be removed from the personnel file by the bargaining unit member or bargaining unit member's agent without the written approval of the Superintendent or his/her designee. Copies of such material shall be made available to the bargaining unit member at the expense of said bargaining unit member.

4. Written reprimands and/or critical letters or items of a disciplinary nature shall be removed, upon the request of a bargaining unit member, from the bargaining unit member's file providing that three (3) years have elapsed from the date of the documents. The expunged material shall be removed from the employee's personnel file and archived in an "inactive file" awaiting destruction per the district's records retention policy.

5. Except for confidential information referred to in subsection one (1) above, a copy of any document placed in a bargaining unit member's file shall be provided to the bargaining unit member at the time of such placement except for documents submitted by the bargaining unit member or documents required to be kept by law or regulations of the Department of Education (certificates, transcripts, etc.).

6. The failure to provide such copy as identified under paragraph 5 above shall be grounds to have such item removed from said bargaining unit member's file, and such failure shall preclude the use of such document in any proceeding in which the document could have otherwise been lawfully submitted. Once a copy has been provided in accordance with paragraph 5, the document can be used in any proceeding in which the document could have otherwise been lawfully submitted. If a court of competent jurisdiction subpoenas such document, the Board must comply.

7. The bargaining unit member shall have the opportunity to reply to all material in a written statement to be attached to the filed copy if submitted within thirty (30) days from the member's initial receipt of the document(s). The bargaining unit member shall acknowledge that he/she has read the material by having the following statement attached to the copy to be filed with the material and with the bargaining unit member. "His/her signature shall not indicate agreement with the content of the material, but shall indicate only that the material has been received by the bargaining unit member."

8. Anonymous letters or materials shall not be placed in the bargaining unit member's file nor shall they be made a matter of record.

9. All information of an objective nature that will become part of the personnel file shall be accurate. If a dispute arises as to the accuracy of such information, the determination of such accuracy shall be made by the Superintendent who shall not exercise such authority in an arbitrary or capricious manner.

B. Definition/Length of Day

1. Pupil Day

The pupil day for secondary schools shall not be longer than six (6) hours and forty-seven (47) minutes per day, including the lunch period. The pupil day for elementary schools, including Pre-K, shall not be longer than six (6) hours and fifteen (15) minutes per day, including the lunch period. While the fifth (5^{th}) grade is part of the East Liverpool Middle School, the fifth (5^{th}) grade student day will be the same as the student day for East Liverpool Middle School.

2. Teacher Work Day

The teacher work day for secondary schools shall not be longer than seven (7) hours and thirteen (13) minutes per day, including the lunch period. The teacher work day for elementary schools shall not be longer than seven (7) hours per day, including the lunch period.

C. Teacher Complaints/Reprimands

1. With the express exception of allegations of items of a criminal or unlawful nature, any material job-related complaint made against a bargaining unit member by anyone, and the complaint is deemed to initially be valid, warranting further investigation and could lead to discipline, will be called to the attention of the bargaining unit member within three (3) school day(s) of both the investigation/supervision and bargaining unit member attendance in the District. If the nature of the complaint is such that an investigation is warranted, the bargaining unit member will be notified and afforded the following procedural due process: a written statement of the complaint, a hearing before the appropriate administrator at a reasonable and mutually agreed upon time, representation, and a written decision from the administrator within five (5) days of the hearing. Any or all of these rights may be waived by the bargaining unit member at any time.

2. Any verbal or written reprimand of a bargaining unit member by a supervisor, administrator, or other agent of the Board shall not be made in the presence of pupils, parents of pupils, staff members, or other individuals. The bargaining unit member shall be entitled to have representation present. Rebuttal does not deny the bargaining unit member the right to file a grievance. All administrators, bargaining unit members, and agents of the Board shall demonstrate professionalism at all times.

D. Absence Reporting

1. All bargaining unit members, when it is deemed necessary to be absent from their assignments because of illness or emergency, shall report such absence prior to the close of the administration's office the day before or by no later than 6:30 a.m. of

the day of the absence, except for unforeseen circumstances that occur on rare occasions. The administration will provide an electronic platform to record such reported absences from staff members. The electronic platform (currently AESOP) will automatically reconcile absences and communicate with Kiosk.

2. Absences shall be reported in half-day and full-day increments. The administration shall make every reasonable effort to secure qualified substitutes.

E. Lesson Plans and Assessments

Bargaining unit members will prepare lesson plans and/or assessments/rubrics on a weekly basis and may be required to submit a copy of their lesson plans to the administration on a weekly basis, but will not be required to code their lesson plans. However, bargaining unit members who have been placed on a plan of improvement for instructional reasons may be required to cite the academic content standards in their lesson plans. The Board and the Association agree that daily lesson plans shall give direction for instruction and implementation of courses of study. Bargaining unit members will provide evidence, upon request, that lesson plans do implement the courses of study, academic content standards, and Individual Educational Plan (IEP).

F. Collection of Money

Bargaining unit members shall deposit money collected from students with the appropriate person on a daily basis.

G. Effects of Student Tardiness

Interruptions through student tardiness to school impact the instructional effectiveness of each building. To this end, each school will develop an adequate "tardy to school" policy to counter this effect. If bargaining unit members accurately monitor, report, and record tardies to school, bargaining unit members will not be required to administer disciplinary action.

H. Class Size

1. Recognizing the importance of promoting quality instructions, the Board and Association jointly express the importance of maintaining small class sizes. The Board shall comply with state standards for class size. However, the Board will demonstrate good faith in attempting to maintain class size of:

Kindergarten: less than 20 students
Grades 1 – 5: less than 22 students
Grades 6 – 12: less than 25 students

2. No academic class shall exceed the following maximum enrollments during any given school day:

   Kindergarten: 30 students
   Grades 1 – 6: 32 students
   Grades 7 – 12: 34 students

   Before enrollments would reach these levels, the Administration will implement strategies to keep enrollments below these maximums. Such strategies may include, but not be limited to, securing additional staff, transferring students to other buildings or programs, or adding additional sections.

3. For the purpose of this section, academic classes shall be defined as integrated language arts, mathematics, science, social studies, foreign language, health, physical education (for credit), business education, fine arts (for credit), and all other credit classes, except as identified under paragraph 4 of this section.

   Before enrollments in non-academic classes reach the level identified under paragraph 2 of this section, the administration will work to develop strategies to reduce enrollments in these classes. Affected bargaining unit members shall be afforded the opportunity to participate in the development of these strategies.

4. Band and choir are specifically excluded from this section.

5. Class sizes in special education programs shall conform to the following limits:

   a. <u>Multiple Capabilities (MC)</u>

      (1) One special class/learning center teacher shall serve not more than the maximum permitted by Ohio law and the Ohio Department of Education.

      (2) No more than eight children shall be served during any one instructional period.

   b. <u>Emotional Disturbance (ED)</u>

      (1) One special class/learning center teacher shall serve six to twelve children.

      (2) No more than ten children shall be served during any one instructional period.

c. Intellectual Disability (ID)

(1) One special class/learning center teacher shall serve eight to sixteen children at the elementary, middle or junior high school levels, or twelve to twenty-four children at the senior high school level.

(2) During any one instructional period, no more than twelve children at the elementary, middle or junior high school levels, or no more than sixteen children at the senior high school level shall be served.

d. Specific Learning Disability (SLD)

(1) One special class/learning center teacher shall serve eight to sixteen children at the elementary, middle or junior high school levels, or twelve to twenty-four children at the senior high school levels.

(2) No more than twelve children shall be served during any one instructional period.

e. Cross-categorical Services

(1) Cross-categorical services (Alternative Services Delivery Option) encompass those classes in which students with different disabilities (such as MC, ED, ID, and SLD) are being served during one instructional period.

(2) Cross-categorical classes shall comply with state guidelines for class size.

6. To the maximum extent possible, classes will be scheduled at times that will lend themselves to equalizing enrollment.

7. For the purposes of intra-district or inter-district open enrollment, spaces will be considered available only in those classes at the middle school or in the elementary schools with 25 or fewer students. For the purposes of intra-district or inter-district open enrollment, spaces will be considered available at the high school only in those classes taught by bargaining unit members serving 140 or fewer students per day. While application for open enrollment/tuition are accepted annually, any student who has attended the same school for two consecutive years will not count in the above enrollment caps. However, the children of bargaining unit members shall be accepted regardless of enrollment.

I. Professional Period Time

1. Professional periods are those times without students or duties assigned. These times are regularly assigned for bargaining unit members to perform activities that

support and enhance either instruction or the delivery of the bargaining unit member's services, in accordance with the approved job description. It is recognized that bargaining unit members may need to utilize some professional period time for the accomplishment of personal tasks. Bargaining unit members may not abuse such time as devoted to these personal tasks.

2. For elementary schools, professional period time is a minimum thirty-five (35) consecutive minutes per day excluding the time spent taking students to and from specials. For the junior high and high schools, professional period time is minimum forty-two (42) consecutive minutes per day.

3. While time will not be assigned outside of the student day for collaborative planning, both the Association and the Board of Education promote and encourage collaborative planning.

4. Each bargaining unit member shall have at least one uninterrupted professional period daily.

5. All professional period time will be scheduled during the school day while students are scheduled to be present.

6. Consideration will be given by the administration to equalize time for periods throughout the school year.

7. In the event that a bargaining unit member loses the equivalent of one (1) professional period time over the course of one week due to scheduling of activities within the building, the provisions of Article VII Section I will apply. For the purposes of this section, a week is defined as any five (5) consecutive school days.

J. Teacher Lunch Period

All bargaining unit members shall be provided at least 30 consecutive minutes of duty free lunch time per day and shall not include transition time between classes should it apply. Members may leave the school grounds during their lunch period upon signing out or notifying the appropriate individual of their leave.

K. Notice of Vacancies Notice and Procedure for Staffing Positions

Subsection 1. <u>Notice and Procedure for Staff</u>

1. The Superintendent shall prepare a list of all vacancies as soon as they become known. A vacancy shall be defined as any position that the Superintendent intends to fill resulting from:

   a. The transfer of an employee to another position;

b. The resignation, termination, non-renewal, or death of an employee;

c. An employee's assuming a non-bargaining unit position;

d. The creation of a new position.

2. During the school year, all vacancies for certified teaching staff in the ELEA bargaining unit shall be posted conspicuously (1) on the bulletin board in each office near the employee mailboxes in every building, (2) on the District website, and (3) sent electronically to each bargaining unit member's school email address. When school is not in session, all vacancies will be posted (1) on the District website and (2) sent electronically to each bargaining unit member's school email address. All notices will be indelibly dated at the time of each posting.

3. The Association President shall be sent a copy of all posted vacancies.

4. Each posting shall include the following:

a. Position(s) available (by building)
b. Certification/Licensure and requirements for job
c. Deadline for application
d. Effective starting date
e. Any additional pertinent information

5. A person hired to fill a posted vacancy must possess all of the posted qualifications for the vacancies.

6. Bargaining unit members shall apply for the posted vacancy in writing or email. The member shall provide the Superintendent with contact information when school is not in session. This information shall include an electronic mail address if available.

7. If no applications are received within five (5) school days of the date that the notice of vacancy is posted, it will be assumed that there is no interest in the position among staff members.

8. All bargaining unit members who apply and meet the posted qualifications for a vacant position shall be provided an interview, in descending order of seniority (dependent upon the availability of each applicant). The Superintendent will award each vacant position to the bargaining unit member deemed most qualified for the position. This decision shall not be made in an arbitrary or capricious manner.

If the bargaining unit member awarded the position is not the most senior among applicants, the Superintendent/designee will provide the reasons for the decision to the more senior bargaining unit member(s). Such reasons shall be reduced to

writing, and bargaining unit member(s) shall be afforded a meeting to discuss the decision as an opportunity for feedback and professional development.

9. All bargaining unit members who apply for a vacant position shall be notified of the decision before any public notification, in accordance with Paragraph #8 of this section.

10. After the staffing procedure has been completed and no bargaining unit member accepts the vacant position for which an appointment is being sought, the Superintendent may consider applicants who are not bargaining unit members.

11. For applicants for Academic Coach and have applied for any open position, the Superintendent will recommend to the Board for hiring the person deemed most qualified by the Superintendent. Persons hired as Academic Coach will be paid on the salary schedule as a regular teacher.

12. Once school begins, a good faith effort shall be made to fill vacancies according to the aforementioned procedure. Should this not be possible, the administration shall fill a remaining vacancy with a long-term substitute who is properly licensed/certified in the content area (if available) for the remainder of the school year.

Subsection 2. Displaced Bargaining Unit Members

A displaced bargaining unit member is a bargaining unit member whose position has been eliminated due to staffing needs (as determined by enrollment) or by a reduction in force.

A displaced bargaining unit member shall be afforded the opportunity to transfer voluntarily to any vacant position (for which the bargaining unit member holds certification) prior to the transfer of any other bargaining unit member. If the displaced bargaining unit member does not exercise this transfer option within five (5) working days of the posting of the next position for which the bargaining unit member holds certification, the administration may involuntarily transfer said bargaining unit member or implement the staffing procedure described in Subsection 2.

L. Involuntary Transfer/Reassignment

1. Every effort shall be made to avoid involuntary transfers by fully utilizing the voluntary transfer procedure. If the Superintendent direct an involuntary transfer in the building, other buildings, subject (subject not traditionally taught), or grade level, written notification thereof shall be given to the involved bargaining unit member(s), unless an emergency arises, by August 1 preceding the effective date of said voluntary transfer. No teacher shall be involuntarily transferred arbitrarily or capriciously.

2. When involuntary transfers are necessary due to a staffing need, a bargaining unit member's area of certification, and his/her teaching experience, and his/her seniority in the East Liverpool City School District (least senior to be first transferred) will be used as criteria in determining if a member is to be transferred. Bargaining unit members being involuntarily transferred will be assigned only to a position for which they are fully and properly certified.

3. Any bargaining unit member involuntarily transferred after August 1, as provided herein, shall be released from his/her contract of employment upon application to the Board.

4. In discussing an involuntary transfer, there will be a meeting (within five (5) days of a written request) of the bargaining unit member(s) involved and the Superintendent or his/her designee to explain the circumstances of the transfer. The involved bargaining unit member(s) may request representation of his/her choosing for the meeting. The involved bargaining unit member(s) shall be given the reasons for the transfer, in writing, prior to the aforementioned meeting.

M. Teaching Assignments

A reasonable effort shall be made to assign personnel in writing on or before June 30th. Failure to be so notified shall be deemed as assignment to the same positions as was held at the close of the current school year, except as provided in Section L of this Article.

N. Length of School Year

The length of the school year shall be one hundred eighty-three (183) days or hourly equivalent, of which one hundred eighty (180) shall be for direct instruction (which shall include the equivalent of two parent-teacher conference days) and three inservice days.

Bargaining unit members shall be afforded the option of a "work day." If utilized, such day may be taken during the week prior to the bargaining unit member's first regularly scheduled work day or during the week following the last regularly scheduled work day for that bargaining unit member's school year. Bargaining unit members exercising this option will be compensated with one (1) additional sick leave day to the credit of his/her sick leave balance. The "work day" will comply with the "Teacher Work Day" provisions of Article V(B)(2).

O. Attendance When Schools Are Closed for Emergencies and Make-Up of Such Days

Bargaining unit members shall not be required to report or remain at work when the school(s) are officially closed as a result of disease, epidemic, hazardous weather conditions, damage to a school building or other temporary circumstances due to utility failure rendering the school building unfit for school use. When a school(s) is closed during a school day, bargaining unit members shall remain on duty for not more than thirty minutes. Bargaining unit members requested and volunteering to remain on duty for more

than thirty minutes after students are dismissed or after the regular work day shall be compensated at the detention monitor rate. Scheduled absences or leaves will not be counted against the bargaining unit members when school is cancelled.

After five (5) days or hourly equivalent of five (5) days that school is closed, the next five (5) days that school is closed shall be made up using google classroom assignments that are posted the same day as the school closure. Teachers will be available, except in cases of exceptional circumstances, during the normal contracted work day to respond to student questions via google chat or email. After the tenth (10th) day that school is closed or delayed, such days or hours will be made up as determined by the Superintendent. Prior to the tenth (10th) day, the Superintendent will meet with the Association President and brief them on plans prior to making an announcement to stakeholders. Delayed starts shall not be counted towards the five (5) days or hourly equivalent as defined in this section. The Superintendent shall determine whether the days made up are for student instruction, professional development, or any other lawful purpose. Employees will not be paid additional compensation for make-up days or grading of google classroom assignments.

If bargaining unit members are required to report to work without students in attendance, the work day activities will be determined by the Building Leadership Team.

P. Parent Conference Days

1. Bargaining unit members may be required to attend parent conferences, which may be held during the evening hours, provided, however, that in no event shall the total time required of bargaining unit members exceed the length of the school day specified in Article V Section B over a two (2) day period.

2. With those parent conferences outside the parent conference day, the bargaining unit member shall be notified and consulted prior to their scheduling. Notification to the bargaining unit member shall include the names of the parties who will be present and the issue(s) precipitating the conference.

3. Parent teacher conferences will be five and one-half (5 ½) hours in length per scheduled day, and said conferences shall begin fifteen (15) minutes following the teacher work day as defined in Article V, Section B(2). No conference schedules will extend beyond 8:30. Furthermore, bargaining unit members shall be provided with a dinner break of not less than thirty (30) minutes during this time. The Board will provide a meal for bargaining unit members' dinner breaks. No more than two (2) such evening conferences shall be held in the school year.

4. Schools shall be closed on the next scheduled day following such evening conferences.

5. If a parent is unable to meet during the parent-teacher conference or needs more than the allotted conference time, the teacher shall meet with the parent(s) at the teacher's convenience, during the teacher's conference/planning period.

Q. Length of In-service Days

The length of the work day for all scheduled in service days shall be the same for all bargaining unit members. Bargaining unit members will be scheduled a one hour and fifteen minute (1:15) lunch break during in service days if the Board does not provide a meal. If a meal is provided, bargaining unit members will be scheduled a lunch break of not less than forty-five (45) minutes.

R. Work Environment

1. Lunch Areas – Bargaining unit members shall be provided with a lunch area separate from students.

2. By April 1 of each year, bargaining unit members will be given the opportunity to request supplies for his/her instructional assignment for the following school year through the building principal. Also, the Board shall provide the following materials and office supplies: copy paper, chalk, erasers, tape, computer supplies, copy machine transparencies, transparency markers, student workbooks, dry erase supplies, staples, paper clips, and rubber surgical gloves. When possible, the Board shall provide other materials, office supplies, classroom computers, computer peripherals, and maintenance of instructional equipment for bargaining unit members to perform their jobs.

3. Each class shall have either chalkboard or whiteboard space to complement instruction.

4. A workable exhaust fan or ventilator shall be installed in all classrooms, restrooms, and workrooms that do not have windows.

5. Public address interruptions shall only be at the beginning and end of the school day. Exceptions to this practice may be made upon the approval of the building principal or his/her designee when he/she feels that the announcement is essential for the operation of the school. Bargaining unit members will not be held accountable for announcements made over the public address system when the bargaining unit member is assigned to an area without public address service.

6. No less than one (1) room in each building furnished and properly vented shall be reserved for use as a faculty room.

7. There shall be clean, well-lighted faculty restrooms in each building.

8. Heat shall be maintained at a level which is conducive to a learning environment.

9. All classrooms shall be cleaned daily by the custodial staff.

10. All bargaining unit members shall be afforded a safe, sanitary and healthy physical work environment.

11. During each year of this agreement, the Association and administration will convene a safety committee consisting of representatives from each building, each appointed by the President of the Association and the Superintendent. This committee will review pertinent safety procedures and outline building level tasks in conjunction with the Building and Grounds Supervisor.

12. Copying, equipment and other technological resources shall be made available to the members in each building. Bargaining unit members who have been appropriately trained will be afforded access to such equipment. The administration will make available appropriate training. Bargaining unit members shall report any malfunctions of such equipment to office personnel.

    Bargaining unit members shall be provided equitable access to a computer to complete their regular duties as an educator. Each computer shall have reasonable software and updates to accommodate the needs of contemporary educators and learners.

    The Board shall provide professional development on any technologies or software being used in the buildings by educators or students. The Board shall make a good faith effort to provide professional development during the normal contracted workday. Professional development provided outside of the contracted workday will be credited toward the additional Professional Development Stipend.

13. Returning bargaining unit members will be afforded access to their classrooms by no later than one week before the opening day meeting for the staff.

    The Board recognizes the need for equitable facilities and technologies to be provided for all students in the buildings. The Board shall make a good faith effort to ensure that all buildings are maintained equitably and technologies be provided equitably throughout the District.

14. Teachers will be afforded the ability to make long distance phone calls at their own expense.

S. Department and Faculty Meetings

Department and faculty meetings will not be held during planning/preparation periods.

T. Non-Teaching Duties

1. Duties include, but are not limited to, supervision of halls, dismissal, A.M. bus, P.M. bus, breakfast, and homeroom.

2. No bargaining unit member shall have more than one uncompensated duty per work day.

3. Duties shall be rotated equitably among all bargaining unit members within a given building. This rotation of duties shall occur at least once annually, except for elementary homerooms and homerooms for self-contained classrooms. Bargaining unit members who teach other than self-contained classrooms shall be afforded the opportunity to request a specific duty.

4. Hall bulletin boards and showcases shall be done on a voluntary basis by bargaining unit members.

5. Bargaining unit members shall not be required to perform the duties of cafeteria employees, such as, food preparation, food service, utensil processing, or cafeteria clean-up.

6. Bargaining unit members shall not be required to perform the duties of custodial employees, for example, maintenance, washing, painting, or cleaning.

7. Attendance statistical summaries will be the responsibility of the administration.

8. Bargaining unit members will not be required to perform the duties of crossing guards.

U. Non-Teaching Assignments

1. Non-teaching assignments include, but are not limited to, supervision of students during class period times (e.g., lunch supervision in secondary schools, I.S.P., clinic, etc.)

2. Non-teaching assignments shall be rotated equitably among all available bargaining unit members within a given building. This rotation of assignments shall occur at the beginning of each school year. Bargaining unit members shall be afforded the opportunity to request a specific non-teaching assignment.

3. No bargaining unit members shall be scheduled for more than one non-teaching assignment during each pupil day, except by mutual agreement between the bargaining unit member and the administration. The length of time for a non-teaching assignment shall not exceed a class period or its approximate equivalent.

4. Bargaining unit members shall be afforded the opportunity to request a non-teaching assignment for a class period in lieu of a regular class, or a teaching assignment for a class period in lieu of a non-teaching assignment.

5. Problems with the implementation of this section will be addressed through Article IV Paragraph 8, of this agreement at the request of either party.

6. For bargaining unit members involved in the development of courses of study, the following considerations may be offered: compensation, released time, professional growth credit, and staff development time. Such considerations are offered by way of example only.

7. Bargaining unit members will be afforded the opportunity to express their interest in serving on a given committee. Such requests will be given consideration by the administration.

V. Bargaining Unit Member Assistance Program

1. In the event that a bargaining unit member wishes to receive mentoring services (as provided by Article XI), the bargaining unit member will choose his or her mentor with the mutual agreement of the building administrator. Information maintained or gathered by the mentor will not be used for evaluation purposes. If there is no mutual consent regarding the selection of the mentor, the bargaining unit member and administrator will use alternative strike under the process supervised by the Association President and the Superintendent.

2. A bargaining unit member may refuse to participate in this assistance program. The refusal to participate will be documented on the evaluation form.

W. Extra-Curricular Activity Pay to Chaperons

The Board does hereby agree to approve the payment from the activities account of clubs and organizations for chaperoning by bargaining unit members of after school extra-curricular functions.

X. Classification of Middle School

Pursuant to these provisions (as set forth in Article V Terms and Conditions of Employment), the Middle School (grade five through eight) shall be deemed a secondary school.

Y. Academic Freedom

1. The Board and the Association recognize the importance of the creation and the maintenance in the schools of an atmosphere of freedom which maintains an environment for students conducive to investigation, interpretation, analysis and

evaluation of information on all sides of the critical issues arising from the prescribed course of study.

2. While academic freedom shall be extended to the professional staff to preclude arbitrary and capricious constraints upon the teaching methods utilized by the individual member, the bargaining unit member shall be held strictly accountable for exercising reasonable and sound judgment in selecting for discussion those issues which he/she deems appropriate when consideration is given to the maturity and understanding of the students involved.

3. Building principals shall have the responsibility to supervise each bargaining unit member with respect to all teaching activity conducted in the building, in accordance with the course of study and curriculum guides as adopted by the Board. Should differences arise between the bargaining unit member and the principal with respect to the acceptable boundaries of academic freedom, the bargaining unit member shall review the matter with the Superintendent, whose determination upon the matter shall be final.

Z. Parent Initiated Observations

A parent (as defined by ORC 3313.98) may be permitted to observe his/her child's classroom during instructional times as mutually scheduled with the bargaining unit member. The building principal or the bargaining unit member may restrict or deny parent-initiated observation requests to preserve the integrity of the educational process for all students who might be impacted by the presence of an observer. Parent-initiated observation requests will not be approved for purposes of classroom/teacher selection.

AA. Individual Professional Development Plan

1. Each bargaining unit member will complete an Individual Professional Development Plan (IPDP) by September 30. The plan may be modified at any time by the bargaining unit member. The plan will be approved by a building administrator and the Superintendent. A plan denied by a building administrator may be appealed to the Superintendent.

2. The Individual Professional Development Plan may include professional growth, course work, and in-services.

BB. Local Professional Development Committee

1. <u>Purpose</u>

A Local Professional Development Committee (LPDC) shall be established to oversee and review professional development plans for course work, continuing education units, and/or other equivalent activities.

2. Term of office

The term of office for members serving on the committee shall be two years.

3. Committee Composition and Selection

a. When the committee is considering the license renewal or professional development of a teacher, the committee shall be comprised of five members as follows:

(1) Three teachers (one elementary, one middle school, one high school)
(2) Two administrators

b. When the committee is considering the license renewal or professional development of an administrator, the committee shall be comprised of five members as follows:

(1) Two teachers (either the elementary, middle school, or high school teacher excusing himself or herself)
(2) Three administrators

c. The three teacher members shall be appointed by the ELEA president.

d. In the event of an in-term vacancy of a teacher, a replacement teacher shall be appointed by the ELEA President to fulfill the remainder of the term.

4. Training

a. Members of the LPDC shall be afforded the opportunity to attend appropriate training as authorized by the Superintendent. LPDC training shall address the purpose, responsibilities, functioning, and legal requirements of the LPDC.

b. LPDC members shall be reimbursed for all actual and necessary expenses incurred as part of the training. All expenses shall be authorized by the Superintendent.

c. LPDC training for committee members shall constitute appropriate "equivalent activities" for purposes of the committee members' own individual development plans.

5. Members and Compensation

a. The LPDC shall meet as often as the members deem necessary to complete their work. Not later than September 10 each year, the committee shall post

in each building their meeting schedule. Additional meetings may be scheduled as necessary.

b. Committee members shall be paid their per diem rate for work performed outside the regular workday or work year; however, the majority of the meetings should be scheduled on release time.

6. Appeals Process

Appeals Process shall be initiated by an educator whose professional development plan is not approved by the district LPDC. For the purpose of definition, the "plan" includes all of its components: educator goals, activities, and approval of local continuing education units and university coursework.

Reconsideration shall be the first step in an appeal. If the district LPDC does not approve an educator's professional development plan, the educator has the opportunity to request reconsideration of his/her plan by the committee. This request should be made in writing by the educator to the Chairperson of the district LPDC. During this reconsideration, the educator may submit such additional documentation, explanation or correction to permit approval of the educator's professional development plan by the committee. Following the conclusion of this reconsideration process and deliberation of the district LPDC, the committee shall communicate its approval or lack of approval of the educator's professional development plan in writing and within ten days to the educator. If time does not permit reconsideration by the LPDC, a Third Party Panel Review may be implemented.

A Third Party Panel Review may follow the reconsideration step if the educator does not gain approval of his/her educator's professional development plan by the district LPDC. If the professional development plan is not approved, the educator may request review of his/her plan by an Appeals Panel. This request should be made by the educator in writing to the Chairperson of the district LPDC within ten days following the reconsideration and receipt of the decision of the LPDC by the educator. This panel shall review the educator's professional development plan and its supporting materials exactly as they existed at the conclusion of the reconsideration stage.

The Third Party Review Panel shall consist of three Ohio Certificated/licensed educators. These educators must be employees of the school district.

One panel member shall be selected by the educator;
One panel member shall be selected by the district LPDC;
One panel member shall be mutually selected by the educator and the LPDC.

However, if the panel is hearing the appeal of an administrator, the panel must consist of at least two administrators.

This Review Panel shall meet one time together to conduct a review of the materials, facts, and

a. Hear from the educator why his/her professional development plan should be approved;

b. Hear from the district LPDC or a representative why the committee did not approve the plan;

c. Review the plan, its accompanying materials, the district's policies and procedures for maintaining educator credentials, and applicable Ohio law;

d. Deliberate and issue a written decision jointly to the educator and the district LPDC within three days.

The decision by this Appeals Panel is the final step in the process. It remains the prerogative of the educator to submit, revise or correct a professional development plan that has not been approved by the district LPDC at any time before, during, or after the Appeals process in order to gain committee approval.

CC. Inclusion

For those bargaining unit members initially involved in implementing a service delivery model identified by the Ohio Department of Education's Division of Special Education, training will be provided prior to and during the placement of assigned pupils. The training will be made a part of the Individual Professional Development Plan. Consideration (such as, but not limited to, stipends, release time, professional growth, etc.) for such training will be addressed in the Individual Professional Development Plan. The building administration will promote and encourage collaborative planning.

DD. Special Education

All meetings related to the placement of exceptional children will be open to affected bargaining unit members.

All exceptional children will be placed in regular education classrooms only in accordance with the student's individual educational plan.

Substitutes will be employed for special education teachers on the days of annual review meetings.

Teachers are given access to online IEP-writing software that includes relevant student information needed to service students.

In support of timely and thorough completion of Individualized Education Programs (IEPs), special education teachers may be granted up to two (2) days per year, which may be used in half-day or full-day increments, for the purpose of writing IEPs. These IEP writing days must be pre-approved by the building principal and are intended to assist teachers in meeting documentation requirements for the students they serve. Teachers may choose to complete this work from their assigned school building or the administration office, where computers and necessary resources will be made available.

EE. Student Health Awareness

By September 30 of each year, or to the extent possible in accordance with the Health Insurance Portability and Accountability Act (HIPAA), the administration will compile a list of individual students with known medical conditions that could affect the health and safety of bargaining unit members, or interfere with bargaining unit members' ability to provide classroom instruction or maintain discipline. Information concerning individual students will be distributed to bargaining unit members assigned to teach or direct those students. Bargaining unit members will treat all student medical information as confidential.

The administration will provide staff development opportunities dealing with student health issues.

FF. Grade Reporting

1. Bargaining unit members will be provided with the schedule of dates for grade reporting no later than the end of the first week of each grading period.

2. The deadline for reporting semester examination grades shall be no sooner than the second day following the completion of examinations.

3. The deadline for returning verification sheets shall be no sooner than the next day following the distribution of these sheets to bargaining unit members.

GG. Board Policy Publication

The policies of the Board of Education will be available on the district's website. The website will be updated with all policy additions, deletions, or modifications within ninety (90) days of their approval by the Board of Education. The Association president will be notified in writing when policy changes have been posted on the website. There will be no adverse impact upon bargaining unit members for violations of board policies if the administration fails to establish and maintain current board policies on the website and provide notification of changes. The Board recognizes that Board Policy changes may be driven and/or mandated by state or federal legislation. Should mandated changes in Board Policy be incongruous with the collective bargaining agreement, the Board acknowledges its responsibility to bargain the effects of the mandated changes in Board Policy with the Association.

HH. Fair Share

This section is null and void as a matter of law based on the Supreme Court decision in Janus v. AFSCME, Council 31, et al., 138 S.Ct. 2448 (2018), and will not be implemented, but is preserved should the law change in future years.

1. Beginning September 1, 2001, each bargaining unit employee who is not a member of the Association shall be obligated to pay to the Association, as a condition of employment, a "fair share fee" for the Association's efforts with respect to collective bargaining, labor contract enforcement, and grievance resolution. Each bargaining unit employee who is a member of the Association as of September 1, 2001, thereafter must remain a member of the Association, with payroll deduction of dues, or shall be obligated to pay to the Association, as a condition of employment, a "fair share fee" for the Association's efforts with respect to collective bargaining, labor contract enforcement, and grievance resolution. This obligation does not require any person in the bargaining unit to become or remain a member of the Association, nor shall the fair share fee exceed Association dues covering the same period of time.

2. The Association's procedures regarding the collection of agency fees, and its rebate procedures, shall be in accordance with all applicable state and federal laws and the Constitution of the United States and the State of Ohio.

3. The deduction of an agency fee by the Board from the payroll check of the employee and its payment to the Association is automatic and does not require written authorization of the employee. The deduction shall commence November 15th and continue for twenty (20) consecutive pays.

4. The Association shall indemnify and save the Board, individual Board members, its officers, and its employees harmless against any and all claims, demands, suits, or other forms of liability arising out of any action taken or not taken by the Board or its officers or employees for the purpose of complying with any of the provisions of this Section, provided that:

    a. The Board shall give thirty (30) day written notice of any claim made or action filed against the employer by a non-member for which indemnification may be claimed;

    b. The Association shall reserve the right to designate counsel to represent and defend the employer on matters pertaining to indemnification;

    c. 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 to oppose the Association or its affiliates' application to files briefs amicus curiae in the actions; and

d. The Board acted in good faith in an effort to comply with the fair share provision of this agreement. However, there shall be no indemnification of the Board if the Board intentionally or willfully fails to apply (except to court order) or misapplies such fair share fee provision herein.

II. Job Descriptions

1. Current job descriptions will be reviewed and, if necessary, rewritten every three (3) years by a Job Description Committee consisting of up to three (3) members of the Administration appointed by the Superintendent and up to three (3) members of the Association appointed by the ELEA president. Whenever possible, at least one (1) of the Association members will be licensed in the discipline being reviewed. The Committee shall be established by September 1 of each year, with a recommendation to the Board by November 1 of each year, unless a later date is agreed to by the Committee.

2. The Committee shall make recommendations to the Board, and if the Committee cannot reach a recommendation, the recommendation shall come from the Administration, with the Board having the final right to approve revised job descriptions.

3. For job descriptions for new positions, or for job descriptions that the Administration is recommending be substantially revised and for which the Committee cannot reach a recommendation, the job description(s) shall be subject to mediation by FMCS. However, the Board will have the final right to determine the content of such job descriptions.

ARTICLE VI – BENEFITS

A. Sick Leave

1. Sick leave shall be accumulated at the rate of one and one quarter (1 ¼) days for each completed month of service, not to exceed fifteen (15) days per school year. In the event a bargaining unit member does not complete a complete month, the amount of sick leave credited for that month shall be pro-rated at the 1 ¼ rate. All sick leave days shall be cumulative, and any and all unused portions of the monthly allowance shall be credited to the bargaining unit member's leave total. The bargaining unit member shall accumulate a maximum of three hundred (300) days. In the event the bargaining unit member has used all sick leave, the Board shall, upon request, advance five (5) sick days. Newly hired teachers who have no accrued sick leave will be advanced five (5) sick days.

2. Sick leave for bargaining unit members employed on other than a full-time basis shall be credited and deducted at the proportioned rate set forth in their contract of employment.

3. A bargaining unit member shall be granted sick leave for absences due to personal illness, injury, pregnancy, exposure to contagious disease (which would be communicated to other employees or children), and absence due to illness or death in the immediate family. Sick leave shall be granted as authorized by this policy and shall be limited to the maximum sick leave accumulated by the bargaining unit member or advance pursuant to the paragraphs above.

4. The immediate family shall be defined as: father, spouse, mother, brother, sister, son, daughter, grandmother, grandfather, grandson, granddaughter, legal guardian, or foster or stepparents of said bargaining unit member or his/her spouse, or any person who clearly stands in an equivalent relationship with the bargaining unit member as any of those so specified.

5. After noting questionable absence, the Superintendent or the immediate supervisor may require from a bargaining unit member appropriate and reasonable documentation or proof of the condition or circumstances which authorizes the use of such leave, unless otherwise prohibited due to privacy laws. Falsification of sick leave is grounds for disciplinary action up to and including termination.

6. Bargaining unit members who have exhausted all available leave and who are not eligible for disability retirement may receive a lifetime contribution of up to thirty (30) additional sick leave days contributed by other bargaining unit members from their accumulated sick leave. Bargaining unit members are limited to donating a maximum of five (5) sick leave days per year to any bargaining unit member(s).

   After fifteen (15) years of service in the District, members may be eligible to receive one (1) additional contribution of up to fifteen (15) donated sick leave days. This additional contribution is subject to a recommendation by the Superintendent and approval by the Board of Education. Bargaining unit members may donate a maximum of five (5) sick leave days per year to any bargaining unit member(s). Donated days will be deducted from the donor's sick leave balance and will not count for purposes of Recognition Pay.

   The use of donated sick leave under this provision is intended exclusively for prolonged or catastrophic medical conditions affecting the employee that result in extended absence from work. It is not intended to cover routine illness, elective procedures, or non-medical absences. Documentation of the qualifying medical condition may be required as part of the request process. Those days contributed will be deducted from the sick leave totals of the donors and will not count for purposes of Recognition Pay.

7. Employees with perfect attendance each nine (9) weeks will receive a Two Hundred Fifty Dollar ($250.00) bonus.

B. Court Duty Leave

1. A bargaining unit member who is summoned for jury duty shall be granted all necessary leave.

2. A bargaining unit member who is subpoenaed to appear before a court as a witness, plaintiff, or defendant in a legal proceeding or before an agency as a witness shall be granted all necessary leave. This leave shall only be granted when the situation is school or job related.

3. The bargaining unit member's compensation for both leaves as indicated above shall be with pay if the compensation received from the court for the services performed is remitted to the Board less transportation expenses paid by the court and expressly denominated as such.

4. Teachers subpoenaed to an arbitration or hearing before the State Employment Relations Board on behalf of the Association or the Board will be granted court leave.

5. Leave granted under the terms of this section shall not be counted for purposes of Recognition Pay.

C. Leave of Absence – Unpaid Long-Term Leave For Educational, Professional or Other Purposes

1. Long-term unpaid leave for educational, professional, or other purposes:

Upon the application of a bargaining unit member who has completed two (2) years in the East Liverpool City School District, a leave of absence may be granted, without pay, not to exceed the remainder of the current school year and one additional school year thereafter, for educational, professional, or other purposes that are not for illness or other disability. Such requests may be approved subject to the following:

a. No more than 5% (five percent) of the bargaining unit members shall be on a leave of absence, authorized pursuant to this section, concurrently.

b. No bargaining unit member who previously has been granted an unpaid leave of absence shall be granted another leave while there is one or more eligible applicants for the first leave of absence.

c. No bargaining unit member shall be granted a leave to seek, pursue, or to engage in gainful employment unless expressly authorized in advance by

the Board. Any bargaining unit member granted leave hereunder who violates this subsection shall be deemed to have abandoned his/her employment contract and all rights and privileges of employment with the East Liverpool City School District shall be terminated. Summer employment shall not be affected by this policy.

d. The term of the leave shall be scheduled, to the extent possible, to cause the least disruption to the educational program. The bargaining unit member shall advise the Board of the commencement of the leave as far in advance as possible and shall state the date of termination of such leave in the application. Failure to state the termination date shall be deemed a termination date at the beginning of the next ensuing school year. The request will be submitted to the Board for its review and possible approval. Therefore, requests for leave must be submitted to the Superintendent at least five (5) days before the next Board meeting. However, in the event that the circumstances necessitating the leave become known less than five (5) days prior to said Board meeting, the bargaining unit member shall notify the Board as soon as the need is known, and a special Board meeting shall be held to consider the request.

e. No bargaining unit member shall return to service prior to the expiration date of such leave without the express written approval of the superintendent. Any bargaining unit member who does not return to service at the stated termination date of such leave shall be deemed as having abandoned his/her contract and all rights and privileges of employment shall thereupon be terminated.

f. Upon return to service of a bargaining unit member from leave, such bargaining unit member shall resume the contract status that the teacher held prior to the leave of absence, but the teacher is not guaranteed to be assigned to his/her former teaching position except when the leave is less than one (1) semester, in which case the bargaining unit member shall be returned to his/her same position. The superintendent may choose to terminate the employment of the teacher hired exclusively to replace the returning teacher or to continue the employment of the teacher hired to replace the teacher on leave. Termination is accomplished by providing notice to the teacher.

g. Seniority in the district shall not be affected by leave under this policy.

h. Bargaining unit members, taking leave under this policy, shall be permitted to continue any and all fringe benefits by making monthly payments to the treasurer. This provision is superseded if the bargaining unit member is eligible for coverage under the Consolidated Omnibus Budget Reconciliation Act (COBRA).

i. Military leaves of absence shall be approved in accordance with law.

j. Unpaid leave for the purposes of illness or other disability is covered under Article VI, Section D.

2. Unpaid leaves for any bargaining unit member for one (1) day for educational, professional, or other purposes may be approved if submitted to the Superintendent for approval at least five (5) school days before the date the leave is to begin. However, in the event that the circumstances necessitating the leave become known less than five (5) days prior to the need for the leave, the bargaining unit member shall notify the Superintendent as soon as the need is known for consideration. The decision of the Superintendent shall not be subject to challenge, including through the grievance procedures. Short-term unpaid leaves that are not for educational or professional purposes shall only be considered for special family events/commemorations. Nothing herein shall be considered to create an expectation that unpaid leave will be granted to any bargaining unit member who has exhausted all other authorized and/or paid leave nor is the Board in any way limited from taking appropriate disciplinary action for any unauthorized absence without approved leave.

D. Leaves of Absence – Unpaid for Illness or Other Disability

1. Except as otherwise set forth in this section, unpaid leaves of absence for illness or other disability shall be granted in accordance with Ohio law.

a. No bargaining unit member shall return to service prior to the expiration date of such leave without the express written approval of the Superintendent. Any bargaining unit member who does not return to service at the stated termination date of such leave shall be deemed as having abandoned his/her contract and all rights and privileges of employment shall thereupon be terminated.

b. Upon return to service of a bargaining unit member from leave, such bargaining unit member shall resume the contract status that the teacher held prior to the leave of absence, but the teacher is not guaranteed to be assigned to his/her former teaching position except that if the leave requested is for less than one (1) semester, the bargaining unit member shall be returned to his/her former position. The Superintendent may choose to terminate the employment of the teacher hired exclusively to replace the returning teacher or to continue the employment of the teacher hired to replace the teacher on leave. Termination is accomplished by providing notice to the teacher.

c. Seniority in the district shall not be affected by leave under this policy.

d. Bargaining unit members, taking leave under this policy, shall be permitted to continue any and all fringe benefits by making monthly payments to the Treasurer. This provision is superseded if the bargaining unit member is

eligible for coverage under the Consolidated Omnibus Budget Reconciliation Act (COBRA). However, if the leave exceeds the length of time during which the bargaining unit member would be eligible for COBRA, the member shall be permitted to continue any and all fringe benefits as described in this section for the duration of the approved leave.

e. Bargaining unit members shall not work another job, including self-employment, during this approved leave.

E. Assault Leave

1. Any bargaining unit member assaulted while in the course of such bargaining unit member's employment and temporarily disabled by any injury resulting from such assault as documented by a physician, shall remain on the payroll as a regular bargaining unit member and shall receive all benefits as if on sick leave as hereinafter provided until released to return to work by the physician. The bargaining unit member shall apply for Worker's Compensation benefits. If the Workers' Compensation benefits are paid, the Board shall pay to such bargaining unit member the difference between the benefits received and the bargaining unit member's regular salary. There shall be no deduction from the accumulated sick leave of a bargaining unit member on assault leave.

2. The Board of Education may require a second opinion regarding such disability. The Board of Education shall bear the cost of this opinion. Should such second opinion be in conflict with the first opinion, the parties shall mutually select a provider for a third opinion, which shall be binding on all parties.

3. In the event that a bargaining unit member applies for and qualifies for disability retirement, all days of absence due to the assault shall be charged to sick leave.

F. Personal Leave

1. Bargaining unit members shall be granted not more than three (3) days of personal leave annually without loss of pay. Approved personal leave shall not be charged to sick leave. Except in cases of urgent necessity, application for such leave shall be made in writing to the Superintendent five (5) days prior to the beginning of such leave.

2. No more than five percent (5%) of the certificated staff in any building shall be granted personal leave at the same time, unless such calculation results in fewer than two (2) teachers being permitted to utilize personal leave.

3. Fractions shall be rounded to the next whole number. Upon approval of the building principal, the 5% limitation may be waived. No personal leave shall be taken on the day before or following a scheduled school holiday, unless the leave is necessary for a unique lifetime event as discussed with the superintendent.

4. A bargaining unit member has the option of rolling two (2) unused personal days into the following school year, not to exceed five (5) total in any year. A bargaining unit member also has the option of rolling remaining unused personal days into accumulated sick leave, or may be compensated at the rate of One Hundred Dollars ($100.00) for each unused personal day up to three (3) days. Request for payment must be in writing to the Treasurer by June 1st. No more than three (3) personal days shall be taken consecutively in any school year.

G. Longevity Recognition Leave

Beginning with the 21st year of employment in the District, each bargaining unit member who has accumulated two-hundred forty (240) days of sick leave shall be provided one (1) day of Longevity Recognition Leave per year. The use of this leave shall be unrestricted, except that it must be used in accordance with the provisions of Section F of this Article. Days of Longevity Recognition Leave shall not accumulate, and each day shall be forfeited if not used within the school year that it becomes available. Furthermore, longevity leave will not be considered as part of the calculation for Severance Pay.

H. Professional Leave

1. Upon the prior approval of the Superintendent, a bargaining unit member may be granted professional leave for professional meetings, clinics, school visitations, workshops or student related activities without loss of pay.

2. Bargaining unit members shall submit requests for professional leave to the Superintendent.

3. If a bargaining unit member is required by the Board and/or the Superintendent to attend an event as described in sub section 1 above, the Board shall pay all actual and necessary expenses incurred by said member.

4. Except as otherwise provided in sub section 3 above, the Board shall pay the bargaining unit member such necessary and related expenses incurred by a member to the extent and in the amounts authorized by Board Policy.

5. All expenses shall be evidenced by receipts as may be required by Board Policy.

I. Association Leave

The Association shall have in the aggregate twelve (12) days per school year for professional development activities. The Association President shall submit a notice for such leave to the Superintendent, stating the purpose of the leave.

J. Bereavement Leave

In the event of the death of a spouse, child, parent, sibling, legal guardian, stepparent, stepchild, parent-in-law, grandchild, or grandparent, a bargaining unit member shall be granted up to three (3) days of paid bereavement leave per year (cannot be saved, banked, transferred, or carried over).

These day shall not be deducted from the employee's sick or personal leave balance. Bereavement leave is non-cumulative and must be used within seven (7) calendar days of the date of death or funeral, unless otherwise approved by the Superintendent or designee.

This section does not prohibit the member from utilizing the benefits found in Article VI, Section A, following the exhaustion of the aforementioned three (3) days.

K. Tuition Waiver

1. An employee must first try to enroll their child through open enrollment. If the request is denied, the Board agrees to accept the children of bargaining unit members holding legal custody of such children as tuition students if the bargaining unit member lives outside the legal boundaries of the school district.

2. The Board will waive the tuition fee normally assessed those children of bargaining unit members accepted for enrollment pursuant to paragraph 1 above.

3. Both parties agree that said students accepted without the payment of tuition will be considered to be in authorized attendance, pursuant to Chapter 3317 of the Ohio Revised Code.

L. Retirement Pick-Up

The Board hereby agrees to maintain a program authorizing a "paper pick-up" of retirement contributions by bargaining unit members. Such employee contributions, however, will continue to be made by the bargaining unit members. Should subsequent court or governmental rulings disallow such a "paper pick-up," this section will be null and void.

M. Life Insurance

1. The Board shall fully pay for and provide each certificated employee with a group term life insurance policy with a death benefit of Fifty Thousand Dollars ($50,000) (with a double indemnity accidental death provision and dismemberment provision to be included).

2. Also to be made available to bargaining unit members will be the opportunity to purchase up to $100,000 in voluntary additional term life insurance and $10,000 of coverage for a spouse. All voluntary purchases will be in units of $10,000, subject to insurability and at rates determined by the insurance carrier. Payments through

payroll deduction will be available. Coverage will begin on the first day of the month following the acceptance of the application by the insurance company. At least two (2) bargaining unit members must enroll for this provision to be implemented.

N. Health Insurance Plan

1. The Board shall provide each eligible bargaining unit member and his/her family with a health, dental, vision, and prescription insurance plan, in accordance with the specifications that appear in Appendices J, K, L, and M. Effective January 1, 2023, bargaining unit members shall pay 10% of the cost of the premium, up to a maximum of Three Hundred Dollars ($300) per month. The bargaining unit member share of the premium shall be withdrawn from the first pay of each month. Bargaining unit members shall have the option of selecting either the single or family coverage if he/she participates.

   Should the Board negotiate an agreement with the classified staff or administrators that reflect lower deductibles, lower monthly payments, or lower PPO appendix, this negotiated agreement will automatically be adjusted to reflect the greater benefit.

2. Any bargaining unit member may choose not to accept the benefits of the health insurance plan that appear in Appendices J, K, L, and M in exchange for an annual cash payment of three thousand dollars ($3,000), for each year that the bargaining unit member chooses to not participate. This option must be exercised at the beginning of each year of this agreement. The $3,000 payment will be issued to the bargaining unit member by June 30 of each year of this agreement.

3. In those situations where the bargaining unit member does not participate in the health insurance plan because he/she is covered in a family plan provided by his/her spouse's place of employment, and there is a qualified change in status as set forth in Ohio law, upon request that bargaining unit member shall become a member of the plan with immediate and complete coverage. If this option is exercised, the annual payment will be prorated by dividing the $3,000 annual payment by 12, then multiplying by the number of months that the bargaining unit member had not participated in the health insurance plan.

4. The Association President shall receive a copy of the signed hospitalization policy contracted with the carrier.

5. The Board shall have the right to change carriers after consultation with the Association and after providing at least thirty (30) days notice to the ELEA. Any change in carriers shall require the insurance plan design to remain the same as, or better than, the level of benefits in place at the effective date of this Agreement.

6. If a teacher resigns from the District for purposes of retirement, the teacher will receive the remainder of his/her salary in a lump sum on the pay day immediately following the effective date of retirement unless such resignation was submitted within five (5) business days or after the pay day, in which case, the payment will be made on the next scheduled pay date. In this event, the teacher's insurance coverage with the Board will cease as of the last day of the month in which the final lump sum payment is made.

O. Tuition Reimbursement

1. The Board shall appropriate forty thousand dollars ($40,000) for each school year for the purpose of reimbursing bargaining unit members the actual cost of approved college course work. Monies appropriated but not used for reimbursement will not be carried over. The Board shall pay three hundred seventy-five dollars ($375) for each semester hour of approved college course work completed for credit, one hundred fifty dollars ($150) for each quarter hour completed for credit, or the actual cost per credit hour, whichever is smaller. This reimbursement will be limited to six semester or nine quarter hours for each school year (i.e., July 1 through June 30 of the ensuing calendar year) and shall be paid in a timely manner upon presentation of (1) an official transcript with the completed course(s) recorded and (2) a receipt documenting the tuition cost of the course(s).

2. Approved college course work shall include all graduate level education courses, courses offered through a School of Education, or any college courses related to the bargaining unit member's professional preparation.

3. Courses must be taken on a planned program approved by the Superintendent of Schools as outlined on the Individual Professional Development Plan.

4. Except for instances when an employee does not return as a result of a nonrenewal, termination or reduction in force, credits earned during a school year or during summer sessions shall be honored for tuition reimbursement only if the employee returns or is returned to a position of employment in the East Liverpool City School District for the following two (2) school year(s).

5. No course shall be approved for reimbursement if the period of time between the first and last classes is three calendar weeks or less. However, exceptions may be approved by the Superintendent of Schools, who shall consider course content and the amount of work required to complete the course.

6. The number of credit hours taken for retraining purposes at the request of the administration will not be subject to the hours limited under paragraph one (1) of this section.

P. Section 125 Plan

The Board shall provide to bargaining unit members Flexible Spending Accounts (FSA's) or a Section 125 Plan according to Federal Law. The FSA's will have a third party administrator selected by the Board. Costs incurred by the third party administration of the plan will be deducted from any balance left in FSA's at year-end. If there is no such balance, the Board shall pay the remaining costs of administration. The Section 125 Plan shall go into effect on January 1, 2002.

Bargaining unit members are permitted to participate in the Section 125 Plan on a voluntary basis. The FSA's shall allow participants to specify certain amounts of monies to be deducted from their standard gross compensation on a per pay per-tax basis, and such monies may be designated toward a health care account and a dependent care account.

ARTICLE VII – COMPENSATION

A. Salaries

Effective September 1, 2025, the base salary shall be $39,825.49 on the index as indicated on Appendix A. The parties agree that the increase will be retroactive to September 1, 2025. Effective September 1, 2026, the base salary shall be $40,920.69 on the index as indicated on Appendix B. Effective September 1, 2027, the base salary shall be $41,943.71 as indicated on Appendix C. This represents a 3%, 2.75%, and 2.5% increase of the base salary in successive years of this agreement.

Extended contract salaries shall be as provided for in Appendix D for 2025-2026, Appendix E for 2026-2027, and Appendix F for the 2027-2028 school year. Such salary schedules shall reflect the rate increases above and take effect on September 1st preceding the school year identified above.

Bachelor's +21 is defined as twenty-one (21) post-Bachelor's degree semester hours toward a Master's degree in one's area of certification or Educational Administration.

A bargaining unit member hired as a school nurse after the effective date of this agreement shall be placed in the appropriate degree column and compensated at an experience level commensurate with his/her actual years of nursing experience.

If a teacher resigns from the East Liverpool City School District (the "District") to accept a position in another school district and the resignation is effective at the conclusion of the District's teacher/student school year, the teacher will continue to receive his/her 26 equal salary payments and maintain his/her insurance coverage with the Board through August 31st.

If a teacher resigns from the District for any other purpose, including retirement, the teacher will be paid a final lump sum amount representing all monies due and owing and the teacher's insurance coverage with the Board will cease as of the last day of the month in which the final lump sum payment is made.

B. Paycheck Distribution

Bargaining unit members shall be compensated as follows:

a. The total salary shall be paid in twenty-six (26) equal biweekly payments, commencing at the start of the employee's contract year.

(1) All employees shall have pay disbursements deposited directly to the institution(s) designated on the forms required by the Treasurer. Required forms shall be completed upon initial employment and before the disbursement of any payment. Changes for the following school year shall be submitted to the Treasurer by August 1. The Treasurer shall, in cases of urgent necessity or for other good reasons, accept changes after August 1.

(2) In the event that the Treasurer is unable to access the Federal Reserve Bank which would prevent the direct deposit transmission to pay disbursements, the Treasurer may make other arrangements to timely pay employees.

b. Direct deposit notices will be sent by electronic mail.

c. If a payday falls on a Federal Reserve Bank holiday, the Treasurer shall make direct deposit transmissions on the first prior Federal Reserve Bank business day. In the event a Federal Reserve Bank holiday would cause the number of direct disbursements to exceed twenty-six (26) in one (1) calendar year, the Treasurer shall make direct deposit transmissions on the first succeeding Federal Reserve Bank business day.

1. A bargaining unit member who has been notified either orally or by first class mail that he/she has failed to submit appropriate leave statement(s) shall have ten (10) working days to submit said statement(s) to the Office of the Treasurer. Failure to submit such statement(s) may result in the holding of the bargaining unit member's next succeeding pay check until such statement(s) are submitted.

2. Bargaining unit members shall be entitled to receive the balance of monies held for summer payroll purposes in a single lump sum distribution so long as said bargaining unit member has filed the request with the Treasurer not later than June 1 of each year.

C. Severance Pay

1. Severance pay shall be paid to all bargaining unit members meeting the requirements upon retirement. The maximum number of days any bargaining unit member can receive is one-third (1/3) of the first one hundred five (105) days of accumulated leave plus ten percent (10%) of all days beyond the first one hundred five (105) days up to the maximum of three hundred (300) days. Payment shall be based on the daily rate of pay at retirement. If the computation of the number of days the employee is to receive does not result in a whole number, the number shall be rounded up to the next whole number.

2. In any event, all bargaining unit members shall receive a minimum of ten days of severance pay regardless of the number of sick leave days accumulated.

3. No such payment shall be made to any former bargaining unit member unless such bargaining unit member is accepted for retirement by the STRS within one hundred twenty (120) days from the date of separation of employment from the East Liverpool School District. No bargaining unit member shall receive severance pay more than once. Upon payment of such severance pay, the accumulated and unused sick leave to the credit of such bargaining unit member shall be extinguished.

4. The Treasurer of the Board must notify the bargaining unit member, in writing, that the bargaining unit member has one hundred twenty (120) days to select severance pay or transfer to sick leave to another agency. The bargaining unit member shall, at the time of electing severance pay over the transfer of sick leave, advise the Treasurer of the approximate date when payment of severance pay is to be made. This requested payment date must fall within twelve months of the date when the bargaining unit member showed proof of retirement.

5. The maximum number of accumulated sick leave days upon which this section is based shall be three hundred (300) days.

D. Committees

During each year of this agreement, the Association and administration will convene an educational committee (including, but not limited to: BLT, DLT, PBIS, peer coaching, etc.) consisting of representatives from each building, each appointed by the President of the Association and the Superintendent. The Superintendent retains the right to make the final decision on the members of the committees. These committees will review pertinent educational procedures and initiatives utilized for the District. The committee selection meeting shall be no later than September 15th of each contracted year.

E. Professional Development Stipend

1. The Board and the Association recognize the importance of continuing education in terms of the growth of the professional staff. For this reason, each bargaining

unit member attaining a minimum of thirty (30) clock hours shall receive a payment of Six Hundred Seventy-Five ($675.00) dollars for professional development provided by the District. Each bargaining unit member attaining an additional fifteen (15) clock hours shall receive an additional Four Hundred Twenty-Five ($425.00) dollars. Clock hours of continuing education shall be completed between July 1 and June 30 of the ensuing year. The information substantiating the attainment of up to forty-five (45) clock hours must be turned in to the Superintendent's office by July 10. If the next pay date is at least ten (10) workdays after July 10, payment shall be made in the next pay. However, if the next pay date is less than ten (10) workdays after July 10th, payment shall be made by the first pay in August of the following the school year.

2. The initial thirty (30) clock hours shall be comprised of a minimum of twenty four (24) hours of weekly TBT meetings. Any additional clock hours will be satisfied by (1) other OIP-related meetings (TBT, BLT, DLT and/or PBIS committees), (2) professional development activities planned or pre-approved by the building principal or the Superintendent, or (3) other continuing education activities as provided by paragraph #6 of this section.

   A bargaining unit member whose attendance at TBT meetings is restricted by the meeting times that are scheduled by a consensus of their team members may attend an alternative TBT meeting that is related to his/her content area(s). If this is not possible, the bargaining unit member will meet with his/her immediate supervisor to determine professional development activities that may be approved to support the efforts of TBTs.

   Clock hours for activities not defined by this paragraph shall be approved toward the Professional Development Stipend unless notified of the contrary by the administration within two (2) school days of a bargaining unit member's request for approval.

3. The administration shall also provide the opportunity for a minimum of sixteen (16) hours of staff development programs during each school year. These hours are not comprised of OIP-related meetings.

4. Both parties also recognize the importance of staff input in curriculum decisions and planning necessary to the improvement of the quality of instruction in the district.

5. A bargaining unit member shall receive thirty dollars ($30) per hour for professional services requested in writing by the Superintendent to be performed by the bargaining unit member.

6. Continuing educational activities approved by the Local Professional Development Committee, which are completed to satisfy licensure or relicensure requirements will qualify toward the professional development reimbursement.

F. Professional Services and Activities Stipend

Bargaining unit members who perform five (5) clock hours of professional services that provide students with activities and experiences that enhance their education in accordance with the mission of the district and/or promote partnerships with parents in support of this mission will qualify for a stipend of one hundred fifty dollars ($150) unless otherwise compensated by a supplemental salary contract. Such professional services are as follows:

1. Home & School Association Meetings
2. Open Houses
3. Family Content Nights (Science, Math, Literacy, etc.)
4. Science Fair
5. Art Show
6. Supervision of Graduation Exercises / Attendance at Graduation Ceremony
7. After-School Tutoring in a District Program
8. Chaperone Services
9. Spelling Bees
10. Committee Services Writing Courses of Study
11. Continuous Improvement Planning
12. Student Organization Competitions
13. Other required meetings if approved by the Superintendent or his/her designee

All such professional services and activities must be submitted in writing for approval by the Superintendent or his/her designee. Hours approved for this purpose may not be counted toward the Professional Development Stipend provided by Article VII (D).

Clock hours of professional services and activities shall be completed between July 1 and June 30 of the ensuing year. If the next pay date is at least ten (10) workdays after July 10, payment shall be made in the next pay. However, if the next pay date is less than ten (10) workdays after July 10, payment shall be made by the first pay in August of the following the school year.

Clock hours for activities not defined by this paragraph shall be approved toward the Professional Services and Activities stipend unless notified of the contrary by the administration within two (2) school days of a bargaining unit member's request for approval.

G. Stipends

All Stipend payments to members shall be issued as a check or payment separate from normal payroll checks for salary.

H. Home Tutoring Pay

Approved home tutoring shall be paid thirty-six dollars ($36.00) per hour. No reduction shall be made in this rate during the life of this contract.

I. School Detention Pay

Approved school detention supervision shall be paid thirty-six dollars ($36.00) per hour. No reduction shall be made in this rate during the life of this contract.

J. Summer School Teaching Pay

Approved summer school teaching shall be paid thirty-six dollars ($36.00) per hour. No reduction shall be made in this rate during the life of this contract.

K. Bargaining Unit Substitute Pay

1. In the event a bargaining unit member assumes the students and/or duties of another bargaining unit member at the request of the administration, the member doing the work shall be compensated at the rate of thirty-six dollars ($36.00) per hour. If the time worked is less than one hour, the compensation shall be prorated to the next quarter hour increment.

2. Participation of bargaining unit members will be on a voluntary basis.

3. A list shall be compiled of those bargaining unit members who are interested in providing substitute service as noted in this section. Bargaining unit members will be selected from this list on a rotational basis, as such services are required.

4. Bargaining unit members will be requested for substitute services before any other non-administrative employees or before students are sent to study halls.

L. Mileage

The Board shall pay mileage at the prevailing Internal Revenue Service rate to all bargaining unit members whose regular assignments require travel between schools or who are required or approved to participate in an activity by the administration. Said mileage shall be computed only on the distance from school of departure to each succeeding school or from the bargaining unit member's assigned building to the location of the required or approved activity.

M. Approved morning supervision duty shall be paid Thirty-Six Dollars ($36.00) per hour.

N. Extended Time

1. All bargaining unit members employed on an extended contract (for service beyond the regular duty year) shall be reimbursed at a rate of $1/9^{th}$ of the teacher's contract figure for nine (9) months for each additional month required to fulfill the extended contract.

2. Service by bargaining unit members extending outside the regular duty year (extended contract) shall be deemed supplemental duties and shall be set forth in a limited contract.

3. Notice of non-renewal shall be deemed to have been made in a timely manner if it has been hand-delivered or posted as certified mail to the bargaining unit member's last known address by April 30 deadline.

4. All supplemental extended contracts shall be for a duration of one year (i.e., ending on the last day of each school year or the last day of the assignment, whichever is later) unless specifically authorized for a longer term by the Board.

5. A bargaining unit member offered a supplemental extended service contract pursuant to this provision shall execute and return such contract to the Office of the Superintendent. Failure to execute and timely return said contract as required herein shall constitute a rejection of such offer of employment. A timely return shall mean the return of the contract within ten (10) days after said contract was "posted" or mailed.

6. These extended service supplemental contracts shall be exempt from the Notice of Vacancies provision.

7. Bargaining unit members who need additional days in order to reach thirty (30) or more years of service credit under STRS shall be offered to continue their present employment by the Board under an extended contract at the rate of one dollar ($1.00) per day for each day required, provided that such days do not exceed sixty (60). This provision applies to those bargaining unit members whose retirement will be effective at the end of the sixty (60) day period.

O. Payroll Deductions

1. Upon the request of the bargaining unit member, the Board shall provide for the following payroll deductions:

    a. Columbiana County Credit Union
    b. U.S. Savings Bonds
    c. Tax Sheltered Annuity
    d. Payroll Deductions for enrollment in the United Teaching Profession (ELEA, ECOEA, OEA, NEA), shall be provided.

e. STRS Retirement Credit purchase
f. Dues for professional organizations (such as the Ohio Vocational Association) that permit such payroll deduction
g. Ohio Tuition Trust Authority Units.
h. Flexible Spending Account
i. FCPE Contributions

Once authorized in writing by the bargaining unit member, such deductions shall continue unless a written request for revocation of the deduction is received by the Treasurer. The first deduction shall begin with the first pay date in October and conclude with the last pay date in August. The first pay of the month, the Board shall make the ELEA deduction. The second pay of the month, the Board shall make the ECOEA, OEA, and NEA deduction.

2. Deductions under items c, f, and g of this section will be made once a minimum of five (5) bargaining unit members have elected that plan or organization which is to be the subject of the payroll deduction.

P. Salary Adjustment

1. When a bargaining unit member completes additional training which would qualify the bargaining unit member for a higher salary qualification, the Board will authorize salary adjustments.

2. The salary adjustment shall be adjusted retroactive to the beginning of the school year if notice is given prior to October 1, and retroactive to the beginning of the second semester if notice is given by February 15.

3. An official letter of credit from the College or University registrar and/or an official transcript presented to the Treasurer's office will enable the Treasurer to make the necessary adjustment with the next pay period.

Q. Experience Credit

1. All bargaining unit members shall, at the time of their employment, be given all earned educational experience credit up to and including ten (10) years and as provided for in ORC 3317.13.

2. No claim for pay rate inequity and/or salary schedule adjustment will be given consideration for retroactivity beyond the period six years prior to the date that such adjustment is made by the Board. Any and all claims before that six year period shall be summarily dismissed.

3. Bargaining unit members shall be offered to continue their employment by the Board under an extended contract at the pay rate of one dollar ($1.00) per day for all the days that they may need to retire under STRS guidelines, provided that such

days do not exceed sixty (60) and they retire before the beginning of a new school year.

R. Supplemental Salary Provisions

1. All supplemental positions to be filled will be posted. For supplemental positions to be filled, applicants deemed most qualified by the Superintendent will be recommended for hiring by the Superintendent, with the final decision to be made by the Board. Interested bargaining unit members will be granted an interview for said position, and qualified applicants will be hired in accordance with ORC 3313.53. The provisions of this agreement governing the Notice of Vacancies will govern the filling of all such supplemental positions.

2. No bargaining unit member will be required to accept any supplemental contract.

3. Bargaining unit members newly hired after the effective date of this agreement shall not accept a supplemental contract in another school district if that bargaining unit member has resigned a similar supplemental contract in this district. This restriction will expire five (5) years after the initial employment of the bargaining unit member and may be waived at any time by the Superintendent of Schools.

4. Failure to apply for any supplemental contract shall not be sufficient reason for the non-renewal of any teaching contract.

5. The Association will receive notice of the creation of any additional supplemental positions and shall have an opportunity to negotiate the salary for such new positions.

6. Upon request from the Association (but not more than twice each year), the Superintendent or designee shall provide a list of all supplemental contracts. This list shall include positions, name of individuals holding all positions, and salary.

7. Supplemental salaries shall be paid to bargaining unit members in the second pay period of the months of November, January, March, and June. Bargaining unit members, specifically coaches, will receive their supplemental pay at the pay period referenced above that correlates with the completion of their season in one (1) pay. All other supplemental positions will be paid in one (1) pay in June at the completion of the school year.

8. All supplemental salaries shall be paid as set forth Appendices G, H, and I.

9. Payment for all duties not subject to Appendices G, H, and I of this agreement will be made in a timely manner.

10. Pre-season – Pre-season refers to organized activities scheduled and conducted prior to the official start of the season, as defined by the Ohio High School Athletic Association.

11. If a supplemental activity does not operate during any given school year, due to a lack of participants, then the supplemental contract of the individual holding the contract shall be canceled upon notice by certified mail to the holder of the contract. A copy of the notice shall be provided to the Association President at the same time. The cancellation of the contract shall not be considered as a termination or nonrenewal. No salary shall be paid for a canceled contract.

12. A person will receive credit for years they were employed in another district in a pupil activity or sport.

13. If the athletic trainer position is not filled after posting, and the District locates an athletic trainer for more than the rate set forth in the supplemental salary schedule, the Superintendent will notify the ELEA President of the market rate. The ELEA President will notify any licensed bargaining unit member who is certified/licensed, or who could become certified/licensed, for the position of the opportunity to accept the position at the higher market rate. If the current bargaining unit member accepts the position, they shall be hired at the market rate for the school year in question. If the bargaining unit member does not accept the athletic trainer position, the Board is permitted to contract for any athletic trainer at the market rate for the school year in question.

14. Each bargaining unit member accompanying a group to the two night Camp Fitch outdoor education program shall be paid in accordance with Appendix G, Supplemental Salary Schedule. This payment will be limited to one bargaining unit member per regular classroom making this trip. Furthermore, this stipend is exempt from the provisions of Article V, Section K – Notice of Vacancies.

ARTICLE VIII – JOB SECURITY

A. Bargaining Unit Member Performance and Non-Renewal

1. In the event that the Superintendent of Schools decides that the subject bargaining unit member either may not or will not be recommended for a new contract, such determination will be made not later than two weeks before the Board meeting at which time a recommendation for non-renewal is to be considered, the Superintendent will schedule a private conference with the bargaining unit member and his/her representative to give notice of his/her intentions. In the course of that conference, the bargaining unit member may be accompanied by any staff member or association representative of his or her choice, may review with the Superintendent the entire matter.

2. In the event that the Superintendent and Board thereafter make a final decision against the renewal of a bargaining unit member's contract, a written notice with specific reasons describing the circumstances that led to the Notice of Intent Not To Renew will be issued and delivered to the member on or before June 1 of the current school year. This notice shall be by certified mail. Said written notice of non-renewal shall be deemed to have been sent in a timely manner if posted as certified mail to the member's last known address by the June 1 deadline.

3. Within five days of receipt of the written circumstances from the Treasurer, the bargaining unit member may file a demand for a hearing before the Board. The Treasurer, on behalf of the Board, will provide the bargaining unit member with written notice of the time, date, and place of the hearing. The hearing shall be in executive session. The bargaining unit member shall have the right to have Association counsel present, and may present evidence controverting the stated reasons for the non-renewal. The Board will issue a written decision and order in no more than ten days from the conclusion of the hearing. Appeal of the Board's decision and order must be filed within thirty days after the bargaining unit member's receipt of the Board's decision and order. Appeals will be initiated at Level 4 of the grievance procedure.

4. The parties hereby agree that the provisions of this section supersede all applicable sections of Ohio law relating to contract non-renewals.

B. Just Cause

1. No member of the bargaining unit shall be disciplined, reprimanded, reduced in compensation, demoted, suspended, contract non-renewed, adversely evaluated, or otherwise deprived of any professional advantage without just cause.

2. Discipline Other Than Termination

Discipline will normally be administered in a progressive manner. However, if circumstances warrant, the Administration is permitted to skip discipline steps.

a. Verbal Warning. A verbal warning may be memorialized in writing and placed in the employee's personnel file. The document shall indicate that it represents a verbal warning.

b. Written Reprimand.

c. Suspension.

i. The Superintendent may suspend an employee without pay for up to ten (10) work days.

ii. Fringe benefits shall remain in effect during the time of any suspension.

d. If any grievance is filed because of a suspension without pay, it shall be initiated at Step III of the grievance procedure within twenty (20) work days of the date of the notice from the Superintendent. Failure to initiate at Step III within twenty (20) school days shall result in a waiver of the right of the employee to appeal the suspension.

C. Contracts

1. All certificated bargaining unit members who do not qualify for a continuing contract shall receive limited contracts in the following sequence:

1st contract – a limited contract of one (1) year
2nd contract – a limited contract of one (1) year
3rd contract – a limited contract of one (1) year
Subsequent contracts – a limited contract of two (2) years

In the fifth (5th) year of employment and beyond, a teacher's limited contract shall not be non-renewed except for Just Cause. Just Cause for the purpose of this Article shall be defined as the failure to correct documented deficiencies.

2. A bargaining unit member becoming eligible for a continuing contract during the term of a limited contract shall be considered for a continuing contract upon providing evidence of meeting all requirements of the Ohio Revised Code for the appropriate teaching certificate or for a professional educator license at the time that the Board next makes the regular issuance of contracts. By November 1 of the year in which the continuing contract is sought, the bargaining unit member must notify the Office of the Superintendent in writing that he/she intends to complete those requirements during the school year.

D. Reduction in Force/Program Elimination

1. The Board may make a reasonable reduction in force for the following reasons:

a. A decreased enrollment of students;
b. Suspension of schools (i.e., physical closing of a building) or territorial changes affecting the district; or
c. Return to duty of a regular bargaining unit member from a leave of absence;
d. Financial reasons;
e. Any reason set forth in O.R.C. §3319.17.

2. Force is the total number of bargaining unit positions the district has by the date the agreement becomes effective. A bargaining unit member whose position has been eliminated due to program elimination and who has no other area(s) on his/her

certificate(s) will have his/her contract suspended and be eligible under paragraphs 4, 11, and 12 of this section.

3. Thirty days prior to the Board's acting on a RIF or the elimination of programs, the Association President shall be notified of the administration's intent to reduce in force or eliminate a program.

4. A meeting(s) shall be held between the representatives of the Association and representatives of the Board to review appropriate data that would indicate the need for a RIF. Said meeting(s) shall be held within five (5) days of the Association's request for such a meeting(s).

5. A formalized list shall be prepared indicating the specific number of positions to be abolished within each area of certification. A separate list indicating the certification area(s) of teacher(s) who will be returning from approved leaves of absence will also be developed. This statement shall be prepared prior to implementation. The Association president shall receive two (2) copies of said list within five (5) days of completion of the list.

6. If it becomes necessary to have a reduction in force, it shall be made first through attrition resulting from resignation, retirement, and transfers. Except in the cases of a return from leave of absence, contract suspensions may only be made once per year and shall be effective the first day of school. All bargaining unit members, who are to be part of the plan, shall have their contracts renewed, if renewal was intended, and the Board shall then proceed to suspend contracts for the reduction of staff.

7. Seniority – Every bargaining unit member's name shall appear in order of seniority on a list of his or her areas of certification. Those bargaining unit members who have more than one area of certification shall have their names on each list for which they hold certification. Areas of certification shall be those areas in which the bargaining unit member is certified by the State of Ohio Department of Education as filed with the administrative or treasurer's offices at the time the Board adopts the reduction of force plan. Seniority is based on the length of continuous service of the school system and is not affected by authorized leave of absence.

   Seniority of bargaining unit members who resign and who are subsequently reemployed shall begin at the date of reemployment. All continuing contract bargaining unit members shall be senior to all bargaining unit members on limited contracts. A copy of the seniority list shall be provided to the Association President by October 31 and by May 15 of every school year.

8. Determination of Seniority – Seniority shall begin with the date of the Board meeting at which the bargaining unit member was hired. Where two or more bargaining unit members were hired at the same meeting, seniority shall be

determined first by the date on which the bargaining unit member's original application for a bargaining unit position was filed, and then by the date on which the signed regular teaching contract was received in the office of the administration, and then, in the event of a tie, by lottery. Should such a lottery occur, all potentially affected bargaining unit members shall be provided notice and an opportunity to attend.

9. Reduction – Staff reductions based upon the Superintendent's recommendation prior to implementing the RIF.

   a. All bargaining unit members shall be placed on seniority lists for each teaching field for which they are properly certificated and have on file in the administration or treasurer's office by May 25th of any school year.

   b. Bargaining unit members serving under continuing contracts will be placed at the top of the list, in descending order of seniority.

   c. Bargaining unit members serving under limited contracts will be placed on the list under continuing contract bargaining unit members, also in descending order of seniority.

10. In making these recommendations, the Superintendent must reduce first bargaining unit members on limited contracts and then bargaining unit members on continuing contract within areas of certification/license.

    a. Limited contract teachers shall be reduced first utilizing the following order:

       1. Certification/Licensure within the affected teaching field.
       2. Comparable evaluations as defined in this Agreement.
       3. 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 being the first to be suspended.

    b. Should the necessary reduction of teaching positions exceed the number of limited contract teachers in the affected teaching field, continuing contract teachers shall be reduced utilizing the following order:

       1. Certification/Licensure within the affected teaching field.
       2. Comparable evaluations as defined in this Agreement.
       3. 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 being the first to be suspended.

    c. Using the exclusive criteria in this provision, the District will establish the order in which members' contracts are suspended and will recall members in reverse order.

11. Comparable evaluations shall be defined as follows:

    a. All Developing, Skilled, and Accomplished Rated Teachers will be deemed comparable to each other.

    b. All Ineffective Teachers will be deemed comparable to each other.

    c. The above ratings are for overall teacher performance (excluding Student Growth Measures for as long as a waiver or moratorium is granted by the state).

    d. All non-OTES/OSCES teachers will be comparable and seniority will determine order of RIF.

12. Displacement

    a. A bargaining unit member so affected may elect to displace a fellow bargaining unit member who holds a lower position on a seniority list in any area of certification held by the bargaining unit member. The bargaining unit member has three (3) days from receiving notice to exercise his/her right to displace a less senior bargaining unit member.

    b. A bargaining unit member displaced by a more senior bargaining unit member may exercise any rights he/she has to displace a less senior bargaining unit member in any area of certification held by the affected bargaining unit member. The bargaining unit member has three (3) days from receiving notice to exercise his/her right to displace a less senior bargaining unit member.

13. Recall – The names of bargaining unit members whose contracts are suspended in a reduction in force or whose employment is ended by program elimination pursuant to paragraph one of this section will be placed on a recall list.

    a. Bargaining unit members on the recall list will be recalled in order of seniority for vacancies in areas for which they are certificated. No new bargaining unit members may be employed while qualified bargaining unit members are on a layoff status.

    b. If a vacancy occurs, the Board will send a certified announcement to the last known address of all instructional staff members on the recall list and who are qualified according to these provisions.

    c. It is the bargaining unit member's responsibility to keep the Board informed of his/her current address.

d. All bargaining unit members are required to respond in writing to the Superintendent within fifteen (15) calendar days.

e. A bargaining unit member on the recall list will, upon acceptance of the notification to resume active employment status, return to active employment status with the same seniority, salary, and fringe benefits as he or she would have received if a reduction in force had not taken place, provided, however, such member shall not be granted service credit for salary purposes for such time such member's contract was suspended.

f. Bargaining unit members shall have the right to this recall provision for a two year period starting September 10th of the year a member's contract was suspended.

g. Use of Substitute Teachers – Bargaining unit members remaining laid off will be called first as substitute teachers and part time teachers. However, reemployment as substitute or part time teachers shall not disqualify bargaining unit members from placement or continued on the recall list for full time employment.

h. Unemployment Compensation – Bargaining unit members who are on the recall list will not be denied unemployment compensation for not substituting.

i. Fringe Benefit Participation – Bargaining unit members laid off due to a reduction in force shall have the right to remain for two years in the group fringe benefit programs provided by the Board by paying the full cost of their single or family coverage (plus any service charge authorized by federal law) on a monthly basis to the Board. Any regular bargaining unit member who is laid off and who is covered with the Board's insurance plan benefits herein at the time he/she is laid off shall continue to be covered for ninety (90) calendar days from the date on which he/she was laid off, and the Board will continue to pay its share of the cost of such coverage during this period.

j. No Contract Non-Renewal – No bargaining unit member who is laid off shall have his/her limited contract non-renewed during the term of the layoff.

k. Refusal of Position – If upon recall a "riffed" bargaining unit member refused a position in his/her certification, he/she will remain on the RIF list but will be moved to last on the list for recall.

E. Evaluation

I. Non-OTES/OSCES Bargaining Unit Members

A. The procedures to be followed in completing the evaluation process for non-OTES/OSCES bargaining unit members are as follows:

1. The observations provided for herein shall be planned for a minimum of thirty (30) minutes, not to exceed sixty (60) minutes duration. The length of time and the number of observations may be altered through the implementation of a Performance Improvement Plan. In the event that unforeseen circumstances occur after the commencement of the observations which may preclude the completion of a full thirty (30) minutes, the time limits may be waived upon the mutual agreement between the administrator and the bargaining unit member being observed.

2. Each observation will be followed by a conference within five (5) school days to discuss the observation and contents of the observation form. The five (5) school days may be extended with written notice by either the bargaining unit member or the observer/evaluator. The bargaining unit member will receive a copy of the observation form at the time of the conference; or, if the bargaining unit member specifically requests, the bargaining unit member shall be given a copy of the observation form prior to the conference so that it may serve as a basis for discussion.

3. The observation is to be based solely upon what was observed during the observation time. If any category is marked Does Not Meet Expectations, the observer shall provide a written statement of specific problems observed which led to a rating of Does Not Meet Expectations.

4. The administrator who performed the observation shall be responsible for the final evaluation of the bargaining unit members under his/her supervision. The evaluation/observation process may be delegated by the principal and the bargaining unit member shall be notified of the person to whom this responsibility has been delegated when the delegation is made. Such delegation shall be limited to administrative personnel. A conference to discuss the evaluation will be held within five (5) school days of the completion of the "Employee Evaluation" form between the bargaining unit member and the observer/evaluator. The five (5) school days must be extended with written notice by either the bargaining unit member or the observer/evaluator. The bargaining unit member will receive a copy of the final evaluation form at the time of the

conference or prior to the conference if the bargaining unit member specifically requests. Evaluations shall be completed by the 1st day of May of the applicable school year, and the teacher shall have access to the results of the evaluation by the 10th day of May.

5. All observations and evaluations shall be consistent with the terms of this Agreement and shall be done on the observation and evaluation forms appearing as Appendices P, Q, and S.

6. Because evaluation is an evolving process, there should be a periodic review of the observation and evaluation forms. This review shall be made jointly by representatives of the administration and representatives of the Association. This review shall be made by a committee of twelve (12). The Association shall appoint eight (8) members and the administration shall appoint four (4) members. Any changes in the forms shall be by mutual agreement of the parties.

7. The observation/evaluation process shall be based on the professional performance of the bargaining unit member. The private life of the bargaining unit member shall not be appropriate subject matter for evaluation of the job performance of professional duties unless it interferes with professional duties.

8. The ratings of categories on the evaluation form which also appears on the observation form shall reflect the observations.

9. The rating of categories on the evaluation form which do not appear on the observation form shall be Not Applicable (N.A.) unless the basis for the rating is specified.

10. Should a bargaining unit member disagree with an observation or an evaluation, the bargaining unit member may file a written response which shall be attached to the observation form or the evaluation form.

11. Observations of classroom performance shall not be conducted the day prior to Thanksgiving, Christmas, or spring break, or, when the bargaining unit member has had an extended absence of one (1) week or more, within two (2) working days of his/her return.

12. Copies of formal observations and evaluations will go to the principal and/or his designee(s) and to the bargaining unit member. The original of the final evaluation shall be filed in the administrative office separate from the bargaining unit member's personnel file. The bargaining unit member shall have the same

right of access to the evaluation file as the member has to the personnel file.

13. The Board may non-renew a bargaining unit member for continuing deficiency(ies) in job performance only if said deficiency(ies) has been identified through this bargaining unit member evaluation. Exceptions to this shall include: such behaviors as noted under item 7 above; other professional behaviors and competencies not measured on the observation form but documented during the school year for the bargaining unit member; and reasons as identified in Ohio Revised Code Section 3319.16.

14. The administration will hold a conference with a bargaining unit member, who shall be entitled to have present an association representative, to discuss a job related problem.

15. By agreeing to the above provisions governing evaluations and observations, the parties intend to supersede O.R.C. §§3319.11 and 3319.111.

B. The procedures to be followed in completing the evaluation process for OTES teachers shall be in accordance with Board policy (attached as Appendix N). The District's website may be referred to for the most current version of the policy.

II. <u>OTES/OSCES Bargaining Unit Members</u>

A. In accordance with law, said policies are included in the Agreement and, as such, shall be considered subject to the grievance procedure contained within this contract.

B. Any revisions to the Board's standard-based teacher or counsel evaluation systems must be bargained prior to implementation to the extent required by Chapter 4117 of the Ohio Revised Code.

C. <u>Evaluation Standing Committee</u>

1. A standing, joint evaluation committee will be maintained for the purposes of reviewing policy, process, and procedure related to the evaluation of 2.0/OTES/OSCES and non-OTES 2.0/OSCES bargaining unit members to review its effectiveness.

2. The Evaluation Committee will be composed of three (3) Association members appointed by the Association President and three (3) members appointed by the Board or its designee.

a. Committee members shall serve staggered terms of not more than three (3) consecutive years.

b. Committee members will only receive professional leave to attend meetings if they are during the day. Committee members will not receive additional compensation to attend meetings.

c. The Evaluation Committee may establish sub-committees and ad-hoc committees (i.e. High Quality Student Data (HQSD), etc) to assist the Committee. The subcommittees and ad-hoc committees shall be jointly appointed by the Evaluation Committee.

d. By mutual consent, the Evaluation Committee may utilize consultants necessary to perform its work. Any costs related to the use of consultants shall be borne by the Board.

3. The Evaluation Committee shall be jointly chaired by one committee member from the Association and one committee member from the Board.

4. By mutual agreement, the Evaluation Committee will establish a meeting calendar, topics for the committee to discuss, and the timeline for the completion of any agreed upon tasks. These discussions may include items of concerns that have come up during implementation that could impact the overall effectiveness of the evaluation process. Items defined or required by the Ohio Revised Code will not be subject to change by the Evaluation Committee.

5. Committee agendas will be developed jointly by the co-chairpersons of the Evaluation Committee.

6. All recommendations of the Evaluation Committee shall be developed by consensus.

7. At its initial meeting, the Evaluation Committee will develop ground rules by which the committee will operate. These ground rules will be reviewed on an annual basis.

8. Committee work performed by Committee members during school hours will only be permitted if agreed to by the Co-chairs of the committee. Compensation will be granted for Evaluation Committee meetings after school at thirty-six dollars ($36.00) per hour. Payment is limited to the three (3) Committee members.

F. Required Meetings or Hearings

Whenever any bargaining unit member is required to meet with any employer representative concerning any matter which may result in a disciplinary action which is known at that time to possibly affect adversely a bargaining unit member's status, the bargaining unit member shall be given reasonable advance notice of the time and nature of the meeting and shall be entitled to have present an Association representative. This provision does not apply to group faculty or committee meetings.

ARTICLE IX – ELECTRONIC ALTERNATIVE EDUCATION

A. Electronic/Alternative Education (EAE) positions (Cyber, alternative or distance learning positions, including the Virtual Learning Academy or similar online program) will be posted for a period of five (5) school days. Bargaining unit members who are certified/licensed for the position(s) and who have either passed, are registered for, or will participate in EAE training, whether provided through the Board or otherwise, will be awarded the position(s) in accordance with Article V (K) of the Master Agreement. If no bargaining unit member who is certified/licensed for the position(s) applies, the position(s) can be filled by a licensed individual who is currently outside the bargaining unit. Those individuals shall become part of the bargaining unit in accordance with Article I of this Agreement. No bargaining unit member shall have their status reduced from full-time to part-time or from their current level of part-time employment as a result of implementation of EAE.

If a bargaining unit member teaches an EAE class as part of, but not their entire teaching assignment, via a reduction in force in accordance with Article VIII Section D of the Master Agreement, the member's status may be reduced to solely that portion of the workday spent teaching the EAE classes. Under this circumstance only, the bargaining unit member shall be entitled to Board provided insurance benefits as specified under Article VI Section L and M of the Master Agreement, on a pro rata basis, except as required by Article VIII, Section D of the Master Agreement. However, this reduction of benefits shall not apply if the EAE portion of the teaching assignment is equal to or greater than one-half (1/2) of the teacher's workday.

The work day for a full-time EAE teacher will comply with the hourly provisions of Article V(B)(2), but it may be scheduled at times to best meet the unique needs of EAE students. By way of example, the EAE teacher work day may be scheduled as an afternoon/evening shift.

B. All curriculum decisions shall be made by the District in consultation with the bargaining unit member(s) involved in EAE.

C. Compensation

1. Bargaining unit members who teach EAE courses as a part of their regular workday shall be paid in accordance with the salary schedule. Teachers who teach such courses outside of the regular school day in addition to their regular teaching duties or who grade papers as part of a "credit recovery" or "enrichment" program shall be given a supplemental contract and shall be paid on a per student/per course basis. Each teacher is to submit a "Final Grade" certificate to the building principal with a copy to the Treasurer to serve as proof of student completion. Upon the Treasurer's receipt of this form, the teacher will receive payment.

2. For teachers receiving supplemental, per-student stipends (i.e. "credit recovery," "enrichment" or teaching beyond the regular workday) pro-rated stipends will be issued to teachers assigned to students who drop a course after beginning the coursework. The stipend will be pro-rated based upon the number of weeks a student is enrolled (i.e. 2 weeks enrolled in full year course 2/36 or 1/18 times the stipend). Stipends will be awarded after verification by the building principal.

3. For teachers doing "credit recovery" or "enrichment", a stipend of $200.00 will be awarded for each full year course per student instructed, and $100.00 for each semester course per student instructed, for instruction that occurs outside the regular workday or year.

D. Any EAE project shall not reduce the total number of bargaining unit members employed or the hours worked as a result of the implementation and use of any such program.

E. Training

The Board shall provide all necessary training for teachers who participate in an EAE learning program. Such training shall take place in the school district to the maximum extent possible.

F. Evaluation of Staff

EAE teachers shall be evaluated in accordance with the evaluation procedures set forth in this Agreement.

ARTICLE X – EMPLOYMENT OF RETIREES

A. For the purpose of this Article, a retiree is an individual who has attained service retirement status with the State Teachers Retirement System, hereinafter, "STRS," or another state retirement system and is otherwise qualified by certification/licensure to be employed as a teacher in Ohio. The parties agree that the Board is under no obligation to employ any retired teacher and it is expressly understood that there is no expectation of continued

employment or re-employment when a teacher retires from the East Liverpool City Schools.

B. When a teacher retires in the East Liverpool School District and a vacancy is determined to exist from that retirement, it will be posted in accordance with Article V of the Master Agreement.

C. After the staffing procedure has been completed in accordance with Article V of the Master Agreement and no acceptable applicant was available to be hired from within the bargaining unit, then the Board may consider and employ a retiree upon the recommendation of the Superintendent.

D. A retiree shall be paid at the BACH-0 step of the current negotiated salary schedule regardless of his/her training and years of service.

E. A retiree shall receive a one-year limited contract which shall expire automatically at the end of the term. Continuation of employment of a retiree through offering new one-year limited contracts, which automatically expire, shall be at the election of the Board and upon the recommendation of the Superintendent. A retiree is not eligible for a continuing contract regardless of years of employment with the Board.

F. A retiree shall accumulate and may use sick leave in accordance with Article VI, Section A, of the Master Agreement, but is not entitled to severance pay under Article VII, Section C, of said Agreement, or under law upon the conclusion of employment as a retiree.

G. A retiree shall not be entitled to the annual cash payment in lieu of insurance benefits under Article VI, Section N (2) in the Master Agreement.

H. A retiree shall not be entitled to tuition reimbursement under Article VI, Section O in the Master Agreement.

I. A retiree shall not accumulate seniority in the bargaining unit and has no right to recall in the event of a reduction in force under Article VIII, Section D, of the Master Agreement and/or under O.R.C. 3319.17.

J. A retiree shall not be entitled to fill a vacancy under Article V, Section K, of this Master Agreement.

K. Retirees are members of the bargaining unit and shall be entitled to the rights, terms, and conditions of employment afforded to such members in the Master Agreement, unless expressly stated otherwise in this Article.

ARTICLE XI – RESIDENT EDUCATOR PROGRAM

A. When possible, the Mentor teacher will have a minimum of five (5) years of teaching experience in the district and at least two (2) years in the level or area assigned (i.e. elementary, middle school, special education, etc.) Mentor Selection shall be made by the Superintendent or designee. Should no Mentor be available in the area of certification/licensure, a Mentor may be assigned from the grade level or subject area most closely related to that of the Resident Educator.

B. Mentor Teachers shall be assigned not more than two (2) Resident Educators. However, the District will make reasonable efforts to assign only one Resident Educator to a Mentor Teacher.

C. Each Mentor Teacher and Resident Educator shall be granted release time, as required by the DEW, to perform his/her duties. Release time shall be coordinated with the Building Administrator.

D. Other than a notation to the effect that a teacher served as a Mentor Teacher, the teacher's activities as a Mentor Teacher shall not be part of that staff member's evaluation, nor shall the Mentor's evaluation be affected by the performance of his/her mentoring responsibilities.

E. Mentor Teachers shall not participate in the evaluation of any Resident Educator nor shall they be requested or directed to make any recommendation regarding the continued employment of the teacher or divulge information from the written documentation or confidential Mentor/Mentee discussions. Any violation of this tenet by the Consulting Teacher shall constitute grounds for immediate removal from his/her role as Mentor Teacher.

F. All Mentors and Resident Educators shall keep confidential all discussions, actions, materials and other information to the extent permitted by law. Mentor Teachers shall communicate directly with the Resident Educators and shall not discuss/report the performance and progress of the Resident Educator with any administrator, assessor, or other teacher.

G. Each Mentor Teacher shall receive a stipend of $650.00 annually for each Resident Educator he/she is mentoring for the first twenty-six (26) hours of mentoring activity. For documented mentoring activity beyond the initial twenty-six (26) hours, the mentor teacher shall receive thirty dollars ($30.00) per hour for up to fifteen (15) additional hours. Hours beyond the initial twenty-six hours must be approved by the building principal. The stipend is to be paid in two equal installments, in January and June of that school year, and shall be pursuant to a supplemental contract.

H. The Mentor Teacher will submit to the Treasurer's office a statement verifying that each semester's mentoring duties of Mentor Teacher have been completed. The statement shall be verified by the Building Principal, and shall be submitted by the last working day of each semester.

I. The District will pay all training fees required for Mentor Teachers to receive the mandatory DEW State mentor training.

J. The Lead Mentor shall be a teacher and shall be selected by the Superintendent. The Lead Mentor shall be compensated at a rate of One Thousand Eight Hundred Dollars ($1,800.00).

ARTICLE XII – CREDIT FLEXIBILITY

A. The assignment of a teacher of record shall first be made by soliciting volunteers from the bargaining unit who are certified/licensed. If no such volunteer is found, the District may assign a bargaining unit member as a teacher of record. However, such involuntary assignments shall be rotated within the affected department.

B. A bargaining unit member who becomes a teacher of record shall be paid thirty dollars ($30.00) per hour for work on such approved duties performed outside of the regular work day.

ARTICLE XIII – GENERAL PROVISIONS

A. Maintenance of Standards

The Board shall maintain all terms, conditions, and benefits of employment as set forth by the express terms of this contract not less than the level in effect as of the effective date of this agreement.

B. Severability

1. This agreement supersedes and prevails over all statutes of the State of Ohio (except as specifically set forth in Section 4117.10 (A) of the Ohio Revised Code), all policies, rules, and regulations of the employer to such extent that such policies, rules, and regulations are in conflict with this agreement. However, should the State Employment Relations Board or any court of competent jurisdiction determine, after all appeals or times for appeal have been exhausted, that any provision is unlawful, such provision shall be automatically amended or rescinded to the extent necessary to comply with such determinations, but all other provisions of this agreement shall remain in full force and effect.

2. Upon written request of either party, the parties shall meet within ten (10) days after final determination to bargain over its impact and to bring the agreement into compliance. If the parties fail to reach agreement over the affected provision, the statutory dispute settlement procedure shall be utilized to resolve the dispute.

ARTICLE XIV – EFFECTS OF THE AGREEMENT

The terms of this Agreement shall be from the first day of September 2025 through August 31, 2028.

This agreement represents the full understanding and commitment between the parties and replaces all previous agreements. This agreement may be added to, deleted from, or otherwise changed only by written amendment properly ratified and executed by both parties.

Should there be a conflict between any provision of this agreement and any Board policy or practice, then this Agreement shall prevail.

No later than sixty (60) days subsequent to the execution of this Agreement, copies of this agreement shall be printed by the Association and the cost of such printing shall be paid by the Board.

IN WITNESS WHERE, the Agreement is hereby attested to by the signature affixed below on this _____ day of _____, 2025.

FOR THE BOARD

President

Team Member

FOR THE ASSOCIATION

Loni Goodballet-Ross
President

Shelby Wagner
Team Member

APPENDIX A

TEACHER SALARY SCHEDULE (2025-2026)

$39,825.49 Base Effective September 1, 2025

EXPERIENCE	BACHELOR	BACHELOR	MASTER
STEP	B	+21 -BB	A
0	39,825.49	43,011.53	45,600.19
	1	1.08	1.145
1	42,215.02	44,903.24	47,691.02
	1.06	1.1275	1.1975
2	44,007.17	46,794.95	49,781.86
	1.105	1.175	1.25
3	45,799.31	48,686.66	51,872.70
	1.15	1.2225	1.3025
4	47,591.46	50,578.37	53,963.54
	1.195	1.27	1.355
5	49,383.61	52,470.08	56,054.38
	1.24	1.3175	1.4075
6	51,175.75	54,361.79	58,145.22
	1.285	1.365	1.46
7	52,967.90	56,253.50	60,236.05
	1.33	1.4125	1.5125
8	54,760.05	58,145.22	62,326.89
	1.375	1.46	1.565
9	56,552.20	60,036.93	64,417.73
	1.42	1.5075	1.6175
10	58,344.34	61,928.64	66,508.57
	1.465	1.555	1.67
11	60,136.49	63,820.35	68,599.41
	1.51	1.6025	1.7225
12	60,136.49	65,712.06	70,690.24
	1.51	1.65	1.775
13	60,136.49	65,712.06	70,690.24
	1.51	1.65	1.775
14	61,928.64	67,603.77	72,781.08
	1.555	1.6975	1.8275
15	61,928.64	67,603.77	72,781.08
	1.555	1.6975	1.8275
16	61,928.64	67,603.77	72,781.08
	1.555	1.6975	1.8275
17	61,928.64	67,603.77	72,781.08
	1.555	1.6975	1.8275
18	63,720.78	69,495.48	74,871.92
	1.6	1.745	1.88
19	63,720.78	69,495.48	74,871.92
	1.6	1.745	1.88
20	65,512.93	71,387.19	76,962.76
	1.645	1.7925	1.9325

APPENDIX B

TEACHER SALARY SCHEDULE (2026-2027)

$40,920.69 Base Effective September 1, 2026

EXPERIENCE	BACHELOR	BACHELOR	MASTER
STEP	B	+21 -BB	A
0	40,920.69	44,194.35	46,854.19
	1	1.08	1.145
1	43,375.93	46,138.08	49,002.53
	1.06	1.1275	1.1975
2	45,217.36	48,081.81	51,150.86
	1.105	1.175	1.25
3	47,058.79	50,025.54	53,299.20
	1.15	1.2225	1.3025
4	48,900.22	51,969.28	55,447.53
	1.195	1.27	1.355
5	50,741.66	53,913.01	57,595.87
	1.24	1.3175	1.4075
6	52,583.09	55,856.74	59,744.21
	1.285	1.365	1.46
7	54,424.52	57,800.47	61,892.54
	1.33	1.4125	1.5125
8	56,265.95	59,744.21	64,040.88
	1.375	1.46	1.565
9	58,107.38	61,687.94	66,189.22
	1.42	1.5075	1.6175
10	59,948.81	63,631.67	68,337.55
	1.465	1.555	1.67
11	61,790.24	65,575.41	70,485.89
	1.51	1.6025	1.7225
12	61,790.24	67,519.14	72,634.22
	1.51	1.65	1.775
13	61,790.24	67,519.14	72,634.22
	1.51	1.65	1.775
14	63,631.67	69,462.87	74,782.56
	1.555	1.6975	1.8275
15	63,631.67	69,462.87	74,782.56
	1.555	1.6975	1.8275
16	63,631.67	69,462.87	74,782.56
	1.555	1.6975	1.8275
17	63,631.67	69,462.87	74,782.56
	1.555	1.6975	1.8275
18	65,473.10	71,406.60	76,930.90
	1.6	1.745	1.88
19	65,473.10	71,406.60	76,930.90
	1.6	1.745	1.88
20	67,314.54	73,350.34	79,079.23
	1.645	1.7925	1.9325

APPENDIX C

TEACHER SALARY SCHEDULE (2027-2028)

$41,943.71 Base Effective September 1, 2027

EXPERIENCE	BACHELOR	BACHELOR	MASTER
STEP	B	+21 -BB	A
0	41,943.71	45,299.21	48,025.55
	1	1.08	1.145
1	44,460.33	47,291.53	50,227.59
	1.06	1.1275	1.1975
2	46,347.80	49,283.86	52,429.64
	1.105	1.175	1.25
3	48,235.27	51,276.19	54,631.68
	1.15	1.2225	1.3025
4	50,122.73	53,268.51	56,833.73
	1.195	1.27	1.355
5	52,010.20	55,260.84	59,035.77
	1.24	1.3175	1.4075
6	53,897.67	57,253.16	61,237.82
	1.285	1.365	1.46
7	55,785.13	59,245.49	63,439.86
	1.33	1.4125	1.5125
8	57,672.60	61,237.82	65,641.91
	1.375	1.46	1.565
9	59,560.07	63,230.14	67,843.95
	1.42	1.5075	1.6175
10	61,447.54	65,222.47	70,046.00
	1.465	1.555	1.67
11	63,335.00	67,214.80	72,248.04
	1.51	1.6025	1.7225
12	63,335.00	69,207.12	74,450.09
	1.51	1.65	1.775
13	63,335.00	69,207.12	74,450.09
	1.51	1.65	1.775
14	65,222.47	71,199.45	76,652.13
	1.555	1.6975	1.8275
15	65,222.47	71,199.45	76,652.13
	1.555	1.6975	1.8275
16	65,222.47	71,199.45	76,652.13
	1.555	1.6975	1.8275
17	65,222.47	71,199.45	76,652.13
	1.555	1.6975	1.8275
18	67,109.94	73,191.77	78,854.17
	1.6	1.745	1.88
19	67,109.94	73,191.77	78,854.17
	1.6	1.745	1.88
20	68,997.40	75,184.10	81,056.22
	1.645	1.7925	1.9325

TEACHER EXTENDED TIME SCHEDULE **FY26**

Experience	Bachelor Index	Bachelor Base Salary	Daily Rate (183)	1 Week	2 Weeks	3 Weeks	4 Weeks
0	1	39,825.49	217.63	1,088.13	2,176.26	3,264.38	4,352.51
1	1.06	42,215.02	230.68	1,153.42	2,306.83	3,460.25	4,613.66
2	1.105	44,007.17	240.48	1,202.38	2,404.76	3,607.14	4,809.53
3	1.15	45,799.31	250.27	1,251.35	2,502.69	3,754.04	5,005.39
4	1.195	47,591.46	260.06	1,300.31	2,600.63	3,900.94	5,201.25
5	1.24	49,383.61	269.86	1,349.28	2,698.56	4,047.84	5,397.12
6	1.285	51,175.75	279.65	1,398.24	2,796.49	4,194.73	5,592.98
7	1.33	52,967.90	289.44	1,447.21	2,894.42	4,341.63	5,788.84
8	1.375	54,760.05	299.24	1,496.18	2,992.35	4,488.53	5,984.70
9	1.42	56,552.20	309.03	1,545.14	3,090.28	4,635.43	6,180.57
10	1.465	58,344.34	318.82	1,594.11	3,188.22	4,782.32	6,376.43
11	1.51	60,136.49	328.61	1,643.07	3,286.15	4,929.22	6,572.29
12	1.51	60,136.49	328.61	1,643.07	3,286.15	4,929.22	6,572.29
13	1.51	60,136.49	328.61	1,643.07	3,286.15	4,929.22	6,572.29
14	1.555	61,928.64	338.41	1,692.04	3,384.08	5,076.12	6,768.16
15	1.555	61,928.64	338.41	1,692.04	3,384.08	5,076.12	6,768.16
16	1.555	61,928.64	338.41	1,692.04	3,384.08	5,076.12	6,768.16
17	1.555	61,928.64	338.41	1,692.04	3,384.08	5,076.12	6,768.16
18	1.6	63,720.78	348.20	1,741.01	3,482.01	5,223.02	6,964.02
19	1.6	63,720.78	348.20	1,741.01	3,482.01	5,223.02	6,964.02
20	1.645	65,512.93	357.99	1,789.97	3,579.94	5,369.91	7,159.88

BB				FY26			
Experience	BB Index	BB Base Salary	Daily Rate (183)	1 Week	2 Weeks	3 Weeks	4 Weeks
0	1.08	43,011.53	235.04	1,175.18	2,350.36	3,525.54	4,700.71
1	1.1275	44,903.24	245.37	1,226.86	2,453.73	3,680.59	4,907.46
2	1.175	46,794.95	255.71	1,278.55	2,557.10	3,835.65	5,114.20
3	1.2225	48,686.66	266.05	1,330.24	2,660.47	3,990.71	5,320.95
4	1.27	50,578.37	276.38	1,381.92	2,763.85	4,145.77	5,527.69
5	1.3175	52,470.08	286.72	1,433.61	2,867.22	4,300.83	5,734.44
6	1.365	54,361.79	297.06	1,485.29	2,970.59	4,455.88	5,941.18
7	1.4125	56,253.50	307.40	1,536.98	3,073.96	4,610.94	6,147.92
8	1.46	58,145.22	317.73	1,588.67	3,177.33	4,766.00	6,354.67
9	1.5075	60,036.93	328.07	1,640.35	3,280.71	4,921.06	6,561.41
10	1.555	61,928.64	338.41	1,692.04	3,384.08	5,076.12	6,768.16
11	1.6025	63,820.35	348.75	1,743.73	3,487.45	5,231.18	6,974.90
12	1.65	65,712.06	359.08	1,795.41	3,590.82	5,386.23	7,181.65
13	1.65	65,712.06	359.08	1,795.41	3,590.82	5,386.23	7,181.65
14	1.6975	67,603.77	369.42	1,847.10	3,694.20	5,541.29	7,388.39
15	1.6975	67,603.77	369.42	1,847.10	3,694.20	5,541.29	7,388.39
16	1.6975	67,603.77	369.42	1,847.10	3,694.20	5,541.29	7,388.39
17	1.6975	67,603.77	369.42	1,847.10	3,694.20	5,541.29	7,388.39
18	1.745	69,495.48	379.76	1,898.78	3,797.57	5,696.35	7,595.13
19	1.745	69,495.48	379.76	1,898.78	3,797.57	5,696.35	7,595.13
20	1.7925	71,387.19	390.09	1,950.47	3,900.94	5,851.41	7,801.88

MASTER				FY26			
Experience	Master's Index	Master's Base Salary	Daily Rate (183)	1 Week	2 Weeks	3 Weeks	4 Weeks
0	1.145	45,600.19	249.18	1,245.91	2,491.81	3,737.72	4,983.63
1	1.1975	47,691.02	260.61	1,303.03	2,606.07	3,909.10	5,212.13
2	1.25	49,781.86	272.03	1,360.16	2,720.32	4,080.48	5,440.64
3	1.3025	51,872.70	283.46	1,417.29	2,834.57	4,251.86	5,669.15
4	1.355	53,963.54	294.88	1,474.41	2,948.83	4,423.24	5,897.65
5	1.4075	56,054.38	306.31	1,531.54	3,063.08	4,594.62	6,126.16
6	1.46	58,145.22	317.73	1,588.67	3,177.33	4,766.00	6,354.67
7	1.5125	60,236.05	329.16	1,645.79	3,291.59	4,937.38	6,583.18
8	1.565	62,326.89	340.58	1,702.92	3,405.84	5,108.76	6,811.68
9	1.6175	64,417.73	352.01	1,760.05	3,520.09	5,280.14	7,040.19
10	1.67	66,508.57	363.43	1,817.17	3,634.35	5,451.52	7,268.70
11	1.7225	68,599.41	374.86	1,874.30	3,748.60	5,622.90	7,497.20
12	1.775	70,690.24	386.29	1,931.43	3,862.85	5,794.28	7,725.71
13	1.775	70,690.24	386.29	1,931.43	3,862.85	5,794.28	7,725.71
14	1.8275	72,781.08	397.71	1,988.55	3,977.11	5,965.66	7,954.22
15	1.8275	72,781.08	397.71	1,988.55	3,977.11	5,965.66	7,954.22
16	1.8275	72,781.08	397.71	1,988.55	3,977.11	5,965.66	7,954.22
17	1.8275	72,781.08	397.71	1,988.55	3,977.11	5,965.66	7,954.22
18	1.88	74,871.92	409.14	2,045.68	4,091.36	6,137.04	8,182.72
19	1.88	74,871.92	409.14	2,045.68	4,091.36	6,137.04	8,182.72
20	1.9325	76,962.76	420.56	2,102.81	4,205.62	6,308.42	8,411.23

TEACHER EXTENDED TIME SCHEDULE **FY27**

Experience	Bachelor Index	Bachelor Base Salary	Daily Rate (183)	1 Week	2 Weeks	3 Weeks	4 Weeks
0	1	40,920.69	223.61	1,118.05	2,236.10	3,354.15	4,472.21
1	1.06	43,375.93	237.03	1,185.13	2,370.27	3,555.40	4,740.54
2	1.105	45,217.36	247.09	1,235.45	2,470.89	3,706.34	4,941.79
3	1.15	47,058.79	257.15	1,285.76	2,571.52	3,857.28	5,143.04
4	1.195	48,900.22	267.21	1,336.07	2,672.14	4,008.22	5,344.29
5	1.24	50,741.66	277.28	1,386.38	2,772.77	4,159.15	5,545.54
6	1.285	52,583.09	287.34	1,436.70	2,873.39	4,310.09	5,746.79
7	1.33	54,424.52	297.40	1,487.01	2,974.02	4,461.03	5,948.03
8	1.375	56,265.95	307.46	1,537.32	3,074.64	4,611.96	6,149.28
9	1.42	58,107.38	317.53	1,587.63	3,175.27	4,762.90	6,350.53
10	1.465	59,948.81	327.59	1,637.95	3,275.89	4,913.84	6,551.78
11	1.51	61,790.24	337.65	1,688.26	3,376.52	5,064.77	6,753.03
12	1.51	61,790.24	337.65	1,688.26	3,376.52	5,064.77	6,753.03
13	1.51	61,790.24	337.65	1,688.26	3,376.52	5,064.77	6,753.03
14	1.555	63,631.67	347.71	1,738.57	3,477.14	5,215.71	6,954.28
15	1.555	63,631.67	347.71	1,738.57	3,477.14	5,215.71	6,954.28
16	1.555	63,631.67	347.71	1,738.57	3,477.14	5,215.71	6,954.28
17	1.555	63,631.67	347.71	1,738.57	3,477.14	5,215.71	6,954.28
18	1.6	65,473.10	357.78	1,788.88	3,577.77	5,366.65	7,155.53
19	1.6	65,473.10	357.78	1,788.88	3,577.77	5,366.65	7,155.53
20	1.645	67,314.54	367.84	1,839.19	3,678.39	5,517.58	7,356.78

BB Experience	BB Index	BB Base Salary	Daily Rate (183)	FY27 1 Week	2 Weeks	3 Weeks	4 Weeks
0	1.08	44,194.35	241.50	1,207.50	2,414.99	3,622.49	4,829.98
1	1.1275	46,138.08	252.12	1,260.60	2,521.21	3,781.81	5,042.41
2	1.175	48,081.81	262.74	1,313.71	2,627.42	3,941.13	5,254.84
3	1.2225	50,025.54	273.36	1,366.82	2,733.64	4,100.45	5,467.27
4	1.27	51,969.28	283.99	1,419.93	2,839.85	4,259.78	5,679.70
5	1.3175	53,913.01	294.61	1,473.03	2,946.07	4,419.10	5,892.13
6	1.365	55,856.74	305.23	1,526.14	3,052.28	4,578.42	6,104.56
7	1.4125	57,800.47	315.85	1,579.25	3,158.50	4,737.74	6,316.99
8	1.46	59,744.21	326.47	1,632.36	3,264.71	4,897.07	6,529.42
9	1.5075	61,687.94	337.09	1,685.46	3,370.93	5,056.39	6,741.85
10	1.555	63,631.67	347.71	1,738.57	3,477.14	5,215.71	6,954.28
11	1.6025	65,575.41	358.34	1,791.68	3,583.36	5,375.03	7,166.71
12	1.65	67,519.14	368.96	1,844.79	3,689.57	5,534.36	7,379.14
13	1.65	67,519.14	368.96	1,844.79	3,689.57	5,534.36	7,379.14
14	1.6975	69,462.87	379.58	1,897.89	3,795.79	5,693.68	7,591.57
15	1.6975	69,462.87	379.58	1,897.89	3,795.79	5,693.68	7,591.57
16	1.6975	69,462.87	379.58	1,897.89	3,795.79	5,693.68	7,591.57
17	1.6975	69,462.87	379.58	1,897.89	3,795.79	5,693.68	7,591.57
18	1.745	71,406.60	390.20	1,951.00	3,902.00	5,853.00	7,804.00
19	1.745	71,406.60	390.20	1,951.00	3,902.00	5,853.00	7,804.00
20	1.7925	73,350.34	400.82	2,004.11	4,008.22	6,012.32	8,016.43

MASTER **FY27**

Experience	Master's Index	Master's Base Salary	Daily Rate (183)	1 Week	2 Weeks	3 Weeks	4 Weeks
0	1.145	46,854.19	256.03	1,280.17	2,560.34	3,840.51	5,120.68
1	1.1975	49,002.53	267.77	1,338.87	2,677.73	4,016.60	5,355.47
2	1.25	51,150.86	279.51	1,397.56	2,795.13	4,192.69	5,590.26
3	1.3025	53,299.20	291.25	1,456.26	2,912.52	4,368.79	5,825.05
4	1.355	55,447.53	302.99	1,514.96	3,029.92	4,544.88	6,059.84
5	1.4075	57,595.87	314.73	1,573.66	3,147.32	4,720.97	6,294.63
6	1.46	59,744.21	326.47	1,632.36	3,264.71	4,897.07	6,529.42
7	1.5125	61,892.54	338.21	1,691.05	3,382.11	5,073.16	6,764.21
8	1.565	64,040.88	349.95	1,749.75	3,499.50	5,249.25	6,999.00
9	1.6175	66,189.22	361.69	1,808.45	3,616.90	5,425.35	7,233.79
10	1.67	68,337.55	373.43	1,867.15	3,734.29	5,601.44	7,468.58
11	1.7225	70,485.89	385.17	1,925.84	3,851.69	5,777.53	7,703.38
12	1.775	72,634.22	396.91	1,984.54	3,969.08	5,953.62	7,938.17
13	1.775	72,634.22	396.91	1,984.54	3,969.08	5,953.62	7,938.17
14	1.8275	74,782.56	408.65	2,043.24	4,086.48	6,129.72	8,172.96
15	1.8275	74,782.56	408.65	2,043.24	4,086.48	6,129.72	8,172.96
16	1.8275	74,782.56	408.65	2,043.24	4,086.48	6,129.72	8,172.96
17	1.8275	74,782.56	408.65	2,043.24	4,086.48	6,129.72	8,172.96
18	1.88	76,930.90	420.39	2,101.94	4,203.87	6,305.81	8,407.75
19	1.88	76,930.90	420.39	2,101.94	4,203.87	6,305.81	8,407.75
20	1.9325	79,079.23	432.13	2,160.63	4,321.27	6,481.90	8,642.54

TEACHER EXTENDED TIME SCHEDULE **FY28**

Experience	Bachelor Index	Bachelor Base Salary	Daily Rate (183)	1 Week	2 Weeks	3 Weeks	4 Weeks
0	1	41,943.71	229.20	1,146.00	2,292.01	3,438.01	4,584.01
1	1.06	44,460.33	242.95	1,214.76	2,429.53	3,644.29	4,859.05
2	1.105	46,347.80	253.27	1,266.33	2,532.67	3,799.00	5,065.33
3	1.15	48,235.27	263.58	1,317.90	2,635.81	3,953.71	5,271.61
4	1.195	50,122.73	273.89	1,369.47	2,738.95	4,108.42	5,477.89
5	1.24	52,010.20	284.21	1,421.04	2,842.09	4,263.13	5,684.17
6	1.285	53,897.67	294.52	1,472.61	2,945.23	4,417.84	5,890.46
7	1.33	55,785.13	304.84	1,524.18	3,048.37	4,572.55	6,096.74
8	1.375	57,672.60	315.15	1,575.75	3,151.51	4,727.26	6,303.02
9	1.42	59,560.07	325.46	1,627.32	3,254.65	4,881.97	6,509.30
10	1.465	61,447.54	335.78	1,678.89	3,357.79	5,036.68	6,715.58
11	1.51	63,335.00	346.09	1,730.46	3,460.93	5,191.39	6,921.86
12	1.51	63,335.00	346.09	1,730.46	3,460.93	5,191.39	6,921.86
13	1.51	63,335.00	346.09	1,730.46	3,460.93	5,191.39	6,921.86
14	1.555	65,222.47	356.41	1,782.03	3,564.07	5,346.10	7,128.14
15	1.555	65,222.47	356.41	1,782.03	3,564.07	5,346.10	7,128.14
16	1.555	65,222.47	356.41	1,782.03	3,564.07	5,346.10	7,128.14
17	1.555	65,222.47	356.41	1,782.03	3,564.07	5,346.10	7,128.14
18	1.6	67,109.94	366.72	1,833.60	3,667.21	5,500.81	7,334.42
19	1.6	67,109.94	366.72	1,833.60	3,667.21	5,500.81	7,334.42
20	1.645	68,997.40	377.03	1,885.17	3,770.35	5,655.52	7,540.70

BB				FY28			
Experience	BB Index	BB Base Salary	Daily Rate (183)	1 Week	2 Weeks	3 Weeks	4 Weeks
0	1.08	45,299.21	247.54	1,237.68	2,475.37	3,713.05	4,950.73
1	1.1275	47,291.53	258.42	1,292.12	2,584.24	3,876.36	5,168.47
2	1.175	49,283.86	269.31	1,346.55	2,693.11	4,039.66	5,386.21
3	1.2225	51,276.19	280.20	1,400.99	2,801.98	4,202.97	5,603.95
4	1.27	53,268.51	291.08	1,455.42	2,910.85	4,366.27	5,821.70
5	1.3175	55,260.84	301.97	1,509.86	3,019.72	4,529.58	6,039.44
6	1.365	57,253.16	312.86	1,564.29	3,128.59	4,692.88	6,257.18
7	1.4125	59,245.49	323.75	1,618.73	3,237.46	4,856.19	6,474.92
8	1.46	61,237.82	334.63	1,673.16	3,346.33	5,019.49	6,692.66
9	1.5075	63,230.14	345.52	1,727.60	3,455.20	5,182.80	6,910.40
10	1.555	65,222.47	356.41	1,782.03	3,564.07	5,346.10	7,128.14
11	1.6025	67,214.80	367.29	1,836.47	3,672.94	5,509.41	7,345.88
12	1.65	69,207.12	378.18	1,890.90	3,781.81	5,672.71	7,563.62
13	1.65	69,207.12	378.18	1,890.90	3,781.81	5,672.71	7,563.62
14	1.6975	71,199.45	389.07	1,945.34	3,890.68	5,836.02	7,781.36
15	1.6975	71,199.45	389.07	1,945.34	3,890.68	5,836.02	7,781.36
16	1.6975	71,199.45	389.07	1,945.34	3,890.68	5,836.02	7,781.36
17	1.6975	71,199.45	389.07	1,945.34	3,890.68	5,836.02	7,781.36
18	1.745	73,191.77	399.96	1,999.78	3,999.55	5,999.33	7,999.10
19	1.745	73,191.77	399.96	1,999.78	3,999.55	5,999.33	7,999.10
20	1.7925	75,184.10	410.84	2,054.21	4,108.42	6,162.63	8,216.84

MASTER Experience	Master's Index	Master's Base Salary	Daily Rate (183)	FY28 1 Week	2 Weeks	3 Weeks	4 Weeks
0	1.145	48,025.55	262.43	1,312.17	2,624.35	3,936.52	5,248.69
1	1.1975	50,227.59	274.47	1,372.34	2,744.68	4,117.02	5,489.35
2	1.25	52,429.64	286.50	1,432.50	2,865.01	4,297.51	5,730.02
3	1.3025	54,631.68	298.53	1,492.67	2,985.34	4,478.01	5,970.68
4	1.355	56,833.73	310.57	1,552.83	3,105.67	4,658.50	6,211.34
5	1.4075	59,035.77	322.60	1,613.00	3,226.00	4,839.00	6,452.00
6	1.46	61,237.82	334.63	1,673.16	3,346.33	5,019.49	6,692.66
7	1.5125	63,439.86	346.67	1,733.33	3,466.66	5,199.99	6,933.32
8	1.565	65,641.91	358.70	1,793.49	3,586.99	5,380.48	7,173.98
9	1.6175	67,843.95	370.73	1,853.66	3,707.32	5,560.98	7,414.64
10	1.67	70,046.00	382.77	1,913.83	3,827.65	5,741.48	7,655.30
11	1.7225	72,248.04	394.80	1,973.99	3,947.98	5,921.97	7,895.96
12	1.775	74,450.09	406.83	2,034.16	4,068.31	6,102.47	8,136.62
13	1.775	74,450.09	406.83	2,034.16	4,068.31	6,102.47	8,136.62
14	1.8275	76,652.13	418.86	2,094.32	4,188.64	6,282.96	8,377.28
15	1.8275	76,652.13	418.86	2,094.32	4,188.64	6,282.96	8,377.28
16	1.8275	76,652.13	418.86	2,094.32	4,188.64	6,282.96	8,377.28
17	1.8275	76,652.13	418.86	2,094.32	4,188.64	6,282.96	8,377.28
18	1.88	78,854.17	430.90	2,154.49	4,308.97	6,463.46	8,617.94
19	1.88	78,854.17	430.90	2,154.49	4,308.97	6,463.46	8,617.94
20	1.9325	81,056.22	442.93	2,214.65	4,429.30	6,643.95	8,858.60

APPENDIX G

SUPPLEMENTAL SALARY SCHEDULE (2025-2026)

POSITION	Step 0	Step 1	Step 2	Step 3
Academic Team Advisor	$3,201.07	$3,233.08	$3,329.39	$3,496.58
Advisor (Grade 6)	$245.96	$248.43	$255.87	$268.68
Advisor (Grade 7)	$245.96	$248.43	$255.87	$268.68
Advisor (Grade 8)	$491.99	$496.90	$511.81	$537.41
Advisor (Freshman)	$491.99	$496.90	$511.81	$537.41
Advisor (Sophomore)	$491.99	$496.90	$511.81	$537.41
Advisor (Junior)	$1,600.70	$1,616.71	$1,665.21	$1,748.47
Advisor (Senior)	$1,393.92	$1,407.86	$1,450.09	$1,522.60
Athletic Director	$6,067.63	$6,128.31	$6,312.16	$6,627.77
Athletic Director (Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
			$0.00	$0.00
Athletic Trainer	$22,508.33	$22,733.41	$23,415.42	$24,586.19
AV-Tech Coordinator (HS)	$1,013.46	$1,023.59	$1,054.30	$1,107.02
Band (Extracurricular)	$4,099.73	$4,140.72	$4,264.95	$4,478.19
Band (Asst. Marching)	$2,787.83	$2,815.70	$2,900.17	$3,045.19
Band (Summer)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Band (Middle School Director)	$1,475.93	$1,490.69	$1,535.41	$1,612.18
Baseball (Varsity)	$3,538.89	$3,574.29	$3,681.51	$3,865.56
Baseball (Varsity Asst)	$1,498.12	$1,513.11	$1,558.51	$1,636.44
Baseball (Reserve)	$1,869.48	$1,888.17	$1,944.83	$2,042.06
Basketball (Varsity Boys)	$6,067.63	$6,128.31	$6,312.16	$6,627.77
Basketball (Reserve Boys)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Basketball (Varsity Asst Boys)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Basketball (9th Grade Boys)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Basketball (8th Grade Boys)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Basketball (7th Grade Boys)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Basketball (Boys Elem)	$2,325.37	$2,348.62	$2,419.10	$2,540.04
Basketball (Varsity Girls)	$6,067.63	$6,128.31	$6,312.16	$6,627.77
Basketball (Reserve Girls)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Basketball (Varsity Asst Girls)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Basketball (9th Grade Girls)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Basketball (8th Grade Girls)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Basketball (7th Grade Girls)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Basketball (Girls Elem)	$2,325.37	$2,348.62	$2,419.10	$2,540.04
Booster Club Advisor (District)	$1,531.68	$1,546.99	$1,593.41	$1,673.09
Bowling	$3,201.07	$3,233.08	$3,330.07	$3,496.58

Camp Fitch	$408.62	$414.07	$426.49	$447.81
Chair (English)	$491.99	$496.90	$511.80	$537.41
Chair (Math)	$491.99	$496.90	$511.80	$537.41
Chair (Science)	$491.99	$496.90	$511.80	$537.41
Chair (Social Studies)	$491.99	$496.90	$511.80	$537.41
Chair (Career Tech)	$491.99	$496.90	$511.80	$537.41
Cheerleading Advisor (Varsity)	$3,201.07	$3,233.08	$3,330.07	$3,496.58
Cheerleading Advisor (Varsity Asst)	$2,459.82	$2,484.42	$2,558.96	$2,685.77
Cheerleading Advisor (9th Grade)				
Cheerleading Advisor (8th Grade)	$2,459.82	$2,484.42	$2,558.96	$2,685.77
Cheerleading Advisor (7th Grade)	$2,459.82	$2,484.42	$2,558.96	$2,685.77
Color Guard/Flag Line	$1,531.68	$1,547.01	$1,593.41	$1,673.09
Conditioning & Exercise Trainer (7-12)	$1,531.68	$1,547.01	$1,593.41	$1,673.09
Cross Country (Varsity)	$3,538.89	$3,574.29	$3,681.51	$3,865.59
Cross Country (Pre-season)	$491.99	$496.90	$511.80	$537.41
Culture Club Advisor	$1,393.92	$1,407.86	$1,450.09	$1,522.60
Debate Team Advisor	$3,201.07	$3,233.08	$3,330.07	$3,496.58
Destination Imagination Coordinator	$1,013.46	$1,023.59	$1,054.30	$1,107.02
Destination Imagination Coach - Elem			$511.80	$537.41
Destination Imagination Coach - Elem	$491.99	$496.90	$511.80	$537.41
Destination Imagination Coach - Elem	$491.99	$496.90	$511.80	$537.41
Destination Imagination Coach - MS	$491.99	$496.90	$511.80	$537.41
Destination Imagination Coach - MS	$491.99	$496.90	$511.80	$537.41
Drama Advisor (Fall)	$1,013.46	$1,023.59	$1,054.30	$1,107.02
Drama Advisor (Spring)	$1,013.46	$1,023.59	$1,054.30	$1,107.02
Equipment Manager (Fall)	$2,391.50	$2,415.40	$2,487.87	$2,611.79
Equipment Manager (Spring)	$2,391.50	$2,415.40	$2,487.87	$2,611.79
Football (Varsity)	$6,067.63	$6,128.31	$6,312.16	$6,627.77
Football (Varsity Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Football (Varsity Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Football (Varsity Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Football (Varsity Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Football (Varsity Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Football (9th Grade)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Football (9th Grade Asst)	$1,967.89	$1,987.58	$2,047.20	$2,149.56
Football (MS)	$2,922.29	$2,951.50	$3,040.06	$3,192.06
Football (MS Asst)	$1,967.89	$1,987.58	$2,047.20	$2,149.56
Football (MS Asst)	$1,967.89	$1,987.58	$2,047.20	$2,149.56
Football (MS Asst)	$1,967.89	$1,987.58	$2,047.20	$2,149.56
Football (Pre-season)	$491.99	$496.90	$511.80	$537.41
Football (Pre-season)	$491.99	$496.90	$511.80	$537.41
Football (Pre-season)	$491.99	$496.90	$511.80	$537.41
Football (Pre-season)	$491.99	$496.90	$511.80	$537.41

Football (Pre-season)	$491.99	$496.90	$511.80	$537.41
Football (Pre-season)	$491.99	$496.90	$511.80	$537.41
Gaming Club (HS)	$491.99	$496.90	$511.80	$537.41
Gaming Club (JR)	$491.99	$496.90	$511.80	$537.41
Gaming Club (MS)	$491.99	$496.90	$511.80	$537.41
Gaming Club (Elementary)	$491.99	$496.90	$511.80	$537.41
Gaming Club (Elementary)				
Golf (Varsity)	$3,201.07	$3,233.08	$3,330.07	$3,496.58
Intramurals (HS Boys)	$1,027.14	$1,037.41	$1,068.53	$1,121.96
Intramurals (HS Girls)				
Intramurals (MS Boys)	$1,027.14	$1,037.41	$1,068.53	$1,121.96
Intramurals (MS Girls)				
Musical Director	$1,013.46	$1,023.59	$1,054.30	$1,107.02
Musical Co-Director	$655.96	$662.51	$682.39	$716.52
Service Learning Club Advisor (NHS)	$491.99	$496.90	$511.80	$537.41
Service Learning Club Advisor (NTHS)	$491.99	$496.90	$511.80	$537.41
Science Fair Coordinator Elem	$491.99	$496.90	$511.80	$537.41
Science Fair Coordinator Elem			$511.80	$537.41
Science Fair Coordinator Elem	$491.99	$496.90	$511.80	$537.41
Science Fair Coordinator MS	$491.99	$496.90	$511.80	$537.41
Science Fair Coordinator HS	$491.99	$496.90	$511.80	$537.41
Skills USA Advisor	$1,013.46	$1,023.59	$1,054.30	$1,107.02
Soccer (Varsity Boys)	$3,538.89	$3,574.29	$3,681.51	$3,865.56
Soccer (Varsity Asst Boys)	$2,266.35	$2,289.01	$2,357.69	$2,475.56
Soccer (Varsity Girls)	$3,538.89	$3,574.29	$3,681.51	$3,865.56
Soccer (Varsity Asst Girls)	$2,266.35	$2,289.01	$2,357.69	$2,475.56
Soccer (Pre-season Boys)	$491.99	$496.90	$511.80	$537.41
Soccer (Pre-season Boys)	$491.99	$496.90	$511.80	$537.41
Soccer (Pre-season Girls)	$491.99	$496.90	$511.80	$537.41
Soccer (Pre-season Girls)	$491.99	$496.90	$511.80	$537.41
Spelling Bee Coordinator (JH)	$491.99	$496.90	$511.80	$537.41
Spelling Bee Coordinator (MS)	$491.99	$496.90	$511.80	$537.41
Softball (Varsity)	$3,538.89	$3,574.29	$3,681.51	$3,865.56
Softball (Varsity Asst)	$2,266.35	$2,289.01	$2,357.69	$2,475.56
Softball (Reserve)	$1,869.48	$1,888.17	$1,944.83	$2,042.06
Student Council Advisor (HS)	$491.99	$496.90	$511.80	$537.41
Student Council Advisor (JH)	$491.99	$496.90	$511.80	$537.41
Student Council Advisor (MS)	$491.99	$496.90	$511.80	$537.41
Student Council Advisor (Elem.)	$491.99	$496.90	$511.80	$537.41
Student Council Advisor (Elem.)	$491.99	$496.90	$511.80	$537.41
Swimming	$3,201.07	$3,233.08	$3,330.07	$3,496.58

Tennis (Varsity Boys)	$3,201.07	$3,233.08	$3,330.07	$3,496.58
Tennis (Varsity Girls)	$3,201.07	$3,233.08	$3,330.07	$3,496.58
Ticket Manager	$3,538.89	$3,574.29	$3,681.51	$3,865.56
Track (Varsity Boys)	$3,538.89	$3,574.29	$3,681.51	$3,865.56
Track (Varsity Asst Boys)	$2,266.35	$2,289.01	$2,357.69	$2,475.56
Track (MS Boys)				
Track (MS Asst Boys)	$1,997.41	$2,017.38	$2,077.89	$2,181.79
Track (Varsity Girls)				
Track (Varsity Asst Girls)	$2,266.35	$2,289.01	$2,357.69	$2,475.56
Track (MS Girls)	$2,131.87	$2,153.20	$2,217.80	$2,328.69
Track (MS Asst Girls)	$1,997.41	$2,017.38	$2,077.89	$2,181.79
Vocal Extracurricular	$1,531.68	$1,547.01	$1,593.41	$1,673.09
Vocal Extracurricular (K-4)	$743.53	$750.98	$773.50	$812.18
Volleyball (Varsity)	$3,538.89	$3,574.29	$3,681.51	$3,865.56
Volleyball (Varsity Asst)	$2,266.35	$2,289.01	$2,357.69	$2,475.56
Volleyball (9th Grade)	$2,131.87	$2,153.20	$2,217.80	$2,328.69
Volleyball (8th Grade)	$2,131.87	$2,153.20	$2,217.80	$2,328.69
Volleyball (7th Grade)	$2,131.87	$2,153.20	$2,217.80	$2,328.69
Volleyball (Pre-season)	$491.99	$496.90	$511.80	$537.41
Weight Training Advisor	$4,447.97	$4,492.44	$4,627.21	$4,858.57
Wrestling (Varsity)	$6,067.63	$6,128.31	$6,312.16	$6,627.77
Wrestling (Varsity Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Wrestling (Varsity Asst)	$3,115.81	$3,146.97	$3,241.38	$3,403.44
Wrestling (MS)	$2,787.83	$2,815.70	$2,900.17	$3,045.19
Wrestling (MS Asst)	$2,066.25	$2,086.92	$2,149.52	$2,257.00
Wrestling (K-12)	$2,325.37	$2,348.62	$2,419.10	$2,540.04
Wrestling (Elementary)	$1,013.46	$1,023.59	$1,054.30	$1,107.02
Yearbook Advisor (HS)	$3,201.07	$3,233.08	$3,330.07	$3,496.58
Yearbook Advisor (JH)	$753.15	$760.68	$783.52	$822.70

APPENDIX H

SUPPLEMENTAL SALARY SCHEDULE (2026-2027)

POSITION	Step 0	Step 1	Step 2	Step 3
Academic Team Advisor	$3,289.10	$3,321.99	$3,420.95	$3,592.74
Advisor (Grade 6)	$252.73	$255.26	$262.91	$276.07
Advisor (Grade 7)	$252.73	$255.26	$262.91	$276.07
Advisor (Grade 8)	$505.52	$510.57	$525.89	$552.18
Advisor (Freshman)	$505.52	$510.57	$525.89	$552.18
Advisor (Sophomore)	$505.52	$510.57	$525.89	$552.18
Advisor (Junior)	$1,644.72	$1,661.17	$1,711.01	$1,796.55
Advisor (Senior)	$1,432.25	$1,446.57	$1,489.97	$1,564.47
Athletic Director	$6,234.49	$6,296.84	$6,485.74	$6,810.03
Athletic Director (Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
	$0.00	$0.00	$0.00	$0.00
Athletic Trainer	$23,127.31	$23,358.58	$24,059.34	$25,262.31
AV-Tech Coordinator (HS)	$1,041.33	$1,051.74	$1,083.29	$1,137.47
Band (Extracurricular)	$4,212.47	$4,254.59	$4,382.23	$4,601.34
Band (Asst. Marching)	$2,864.49	$2,893.13	$2,979.93	$3,128.93
Band (Summer)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Band (Middle School Director)	$1,516.52	$1,531.68	$1,577.63	$1,656.52
Baseball (Varsity)	$3,636.21	$3,672.59	$3,782.76	$3,971.86
Baseball (Varsity Asst)	$1,539.32	$1,554.72	$1,601.37	$1,681.44
Baseball (Reserve)	$1,920.89	$1,940.10	$1,998.32	$2,098.22
Basketball (Varsity Boys)	$6,234.49	$6,296.84	$6,485.74	$6,810.03
Basketball (Reserve Boys)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Basketball (Varsity Asst Boys)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Basketball (9th Grade Boys)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Basketball (8th Grade Boys)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Basketball (7th Grade Boys)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Basketball (Boys Elem)	$2,389.32	$2,413.21	$2,485.62	$2,609.89
Basketball (Varsity Girls)	$6,234.49	$6,296.84	$6,485.74	$6,810.03
Basketball (Reserve Girls)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Basketball (Varsity Asst Girls)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Basketball (9th Grade Girls)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Basketball (8th Grade Girls)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Basketball (7th Grade Girls)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Basketball (Girls Elem)	$2,389.32	$2,413.21	$2,485.62	$2,609.89
Booster Club Advisor (District)	$1,573.80	$1,589.54	$1,637.23	$1,719.10
Bowling	$3,289.10	$3,321.99	$3,421.65	$3,592.74

Camp Fitch	$419.86	$425.46	$438.21	$460.13
Chair (English)	$505.52	$510.57	$525.88	$552.18
Chair (Math)	$505.52	$510.57	$525.88	$552.18
Chair (Science)	$505.52	$510.57	$525.88	$552.18
Chair (Social Studies)	$505.52	$510.57	$525.88	$552.18
Chair (Career Tech)	$505.52	$510.57	$525.88	$552.18
Cheerleading Advisor (Varsity)	$3,289.10	$3,321.99	$3,421.65	$3,592.74
Cheerleading Advisor (Varsity Asst)	$2,527.46	$2,552.74	$2,629.33	$2,759.63
Cheerleading Advisor (9th Grade)				
Cheerleading Advisor (8th Grade)	$2,527.46	$2,552.74	$2,629.33	$2,759.63
Cheerleading Advisor (7th Grade)	$2,527.46	$2,552.74	$2,629.33	$2,759.63
Color Guard/Flag Line	$1,573.80	$1,589.55	$1,637.23	$1,719.10
Conditioning & Exercise Trainer (7-12)	$1,573.80	$1,589.55	$1,637.23	$1,719.10
Cross Country (Varsity)	$3,636.21	$3,672.59	$3,782.76	$3,971.89
Cross Country (Pre-season)	$505.52	$510.57	$525.88	$552.18
Culture Club Advisor	$1,432.25	$1,446.57	$1,489.97	$1,564.47
Debate Team Advisor	$3,289.10	$3,321.99	$3,421.65	$3,592.74
Destination Imagination Coordinator	$1,041.33	$1,051.74	$1,083.29	$1,137.47
Destination Imagination Coach - Elem	$0.00	$0.00	$525.88	$552.18
Destination Imagination Coach - Elem	$505.52	$510.57	$525.88	$552.18
Destination Imagination Coach - Elem	$505.52	$510.57	$525.88	$552.18
Destination Imagination Coach - MS	$505.52	$510.57	$525.88	$552.18
Destination Imagination Coach - MS	$505.52	$510.57	$525.88	$552.18
Drama Advisor (Fall)	$1,041.33	$1,051.74	$1,083.29	$1,137.47
Drama Advisor (Spring)	$1,041.33	$1,051.74	$1,083.29	$1,137.47
Equipment Manager (Fall)	$2,457.26	$2,481.83	$2,556.29	$2,683.62
Equipment Manager (Spring)	$2,457.26	$2,481.83	$2,556.29	$2,683.62
Football (Varsity)	$6,234.49	$6,296.84	$6,485.74	$6,810.03
Football (Varsity Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Football (Varsity Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Football (Varsity Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Football (Varsity Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Football (Varsity Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Football (9th Grade)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Football (9th Grade Asst)	$2,022.01	$2,042.24	$2,103.50	$2,208.67
Football (MS)	$3,002.65	$3,032.67	$3,123.66	$3,279.84
Football (MS Asst)	$2,022.01	$2,042.24	$2,103.50	$2,208.67
Football (MS Asst)	$2,022.01	$2,042.24	$2,103.50	$2,208.67
Football (MS Asst)	$2,022.01	$2,042.24	$2,103.50	$2,208.67
Football (Pre-season)	$505.52	$510.57	$525.88	$552.18
Football (Pre-season)	$505.52	$510.57	$525.88	$552.18
Football (Pre-season)	$505.52	$510.57	$525.88	$552.18
Football (Pre-season)	$505.52	$510.57	$525.88	$552.18

Football (Pre-season)	$505.52	$510.57	$525.88	$552.18
Football (Pre-season)	$505.52	$510.57	$525.88	$552.18
Gaming Club (HS)	$505.52	$510.57	$525.88	$552.18
Gaming Club (JR)	$505.52	$510.57	$525.88	$552.18
Gaming Club (MS)	$505.52	$510.57	$525.88	$552.18
Gaming Club (Elementary)	$505.52	$510.57	$525.88	$552.18
Gaming Club (Elementary)				
Golf (Varsity)	$3,289.10	$3,321.99	$3,421.65	$3,592.74
Intramurals (HS Boys)	$1,055.38	$1,065.94	$1,097.92	$1,152.81
Intramurals (HS Girls)				
Intramurals (MS Boys)	$1,055.38	$1,065.94	$1,097.92	$1,152.81
Intramurals (MS Girls)				
Musical Director	$1,041.33	$1,051.74	$1,083.29	$1,137.47
Musical Co-Director	$674.00	$680.73	$701.16	$736.22
Service Learning Club Advisor (NHS)	$505.52	$510.57	$525.88	$552.18
Service Learning Club Advisor (NTHS)	$505.52	$510.57	$525.88	$552.18
Science Fair Coordinator Elem	$505.52	$510.57	$525.88	$552.18
Science Fair Coordinator Elem	$0.00	$0.00	$525.88	$552.18
Science Fair Coordinator Elem	$505.52	$510.57	$525.88	$552.18
Science Fair Coordinator MS	$505.52	$510.57	$525.88	$552.18
Science Fair Coordinator HS	$505.52	$510.57	$525.88	$552.18
Skills USA Advisor	$1,041.33	$1,051.74	$1,083.29	$1,137.47
Soccer (Varsity Boys)	$3,636.21	$3,672.59	$3,782.76	$3,971.86
Soccer (Varsity Asst Boys)	$2,328.67	$2,351.96	$2,422.52	$2,543.64
Soccer (Varsity Girls)	$3,636.21	$3,672.59	$3,782.76	$3,971.86
Soccer (Varsity Asst Girls)	$2,328.67	$2,351.96	$2,422.52	$2,543.64
Soccer (Pre-season Boys)	$505.52	$510.57	$525.88	$552.18
Soccer (Pre-season Boys)	$505.52	$510.57	$525.88	$552.18
Soccer (Pre-season Girls)	$505.52	$510.57	$525.88	$552.18
Soccer (Pre-season Girls)	$505.52	$510.57	$525.88	$552.18
Spelling Bee Coordinator (JH)	$505.52	$510.57	$525.88	$552.18
Spelling Bee Coordinator (MS)	$505.52	$510.57	$525.88	$552.18
Softball (Varsity)	$3,636.21	$3,672.59	$3,782.76	$3,971.86
Softball (Varsity Asst)	$2,328.67	$2,351.96	$2,422.52	$2,543.64
Softball (Reserve)	$1,920.89	$1,940.10	$1,998.32	$2,098.22
Student Council Advisor (HS)	$505.52	$510.57	$525.88	$552.18
Student Council Advisor (JH)	$505.52	$510.57	$525.88	$552.18
Student Council Advisor (MS)	$505.52	$510.57	$525.88	$552.18
Student Council Advisor (Elem.)	$505.52	$510.57	$525.88	$552.18
Student Council Advisor (Elem.)	$505.52	$510.57	$525.88	$552.18
Swimming	$3,289.10	$3,321.99	$3,421.65	$3,592.74

Tennis (Varsity Boys)	$3,289.10	$3,321.99	$3,421.65	$3,592.74
Tennis (Varsity Girls)	$3,289.10	$3,321.99	$3,421.65	$3,592.74
Ticket Manager	$3,636.21	$3,672.59	$3,782.76	$3,971.86
Track (Varsity Boys)	$3,636.21	$3,672.59	$3,782.76	$3,971.86
Track (Varsity Asst Boys)	$2,328.67	$2,351.96	$2,422.52	$2,543.64
Track (MS Boys)				
Track (MS Asst Boys)	$2,052.34	$2,072.86	$2,135.04	$2,241.79
Track (Varsity Girls)				
Track (Varsity Asst Girls)	$2,328.67	$2,351.96	$2,422.52	$2,543.64
Track (MS Girls)	$2,190.50	$2,212.41	$2,278.79	$2,392.73
Track (MS Asst Girls)	$2,052.34	$2,072.86	$2,135.04	$2,241.79
Vocal Extracurricular	$1,573.80	$1,589.55	$1,637.23	$1,719.10
Vocal Extracurricular (K-4)	$763.98	$771.63	$794.77	$834.51
Volleyball (Varsity)	$3,636.21	$3,672.59	$3,782.76	$3,971.86
Volleyball (Varsity Asst)	$2,328.67	$2,351.96	$2,422.52	$2,543.64
Volleyball (9th Grade)	$2,190.50	$2,212.41	$2,278.79	$2,392.73
Volleyball (8th Grade)	$2,190.50	$2,212.41	$2,278.79	$2,392.73
Volleyball (7th Grade)	$2,190.50	$2,212.41	$2,278.79	$2,392.73
Volleyball (Pre-season)	$505.52	$510.57	$525.88	$552.18
Weight Training Advisor	$4,570.29	$4,615.99	$4,754.46	$4,992.18
Wrestling (Varsity)	$6,234.49	$6,296.84	$6,485.74	$6,810.03
Wrestling (Varsity Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Wrestling (Varsity Asst)	$3,201.50	$3,233.51	$3,330.52	$3,497.04
Wrestling (MS)	$2,864.49	$2,893.13	$2,979.93	$3,128.93
Wrestling (MS Asst)	$2,123.07	$2,144.31	$2,208.63	$2,319.07
Wrestling (K-12)	$2,389.32	$2,413.21	$2,485.62	$2,609.89
Wrestling (Elementary)	$1,041.33	$1,051.74	$1,083.29	$1,137.47
Yearbook Advisor (HS)	$3,289.10	$3,321.99	$3,421.65	$3,592.74
Yearbook Advisor (JH)	$773.86	$781.60	$805.06	$845.32

APPENDIX I

SUPPLEMENTAL SALARY SCHEDULE (2027-2028)

POSITION	Step 0	Step 1	Step 2	Step 3
Academic Team Advisor	$3,371.33	$3,405.04	$3,506.48	$3,682.55
Advisor (Grade 6)	$259.04	$261.64	$269.48	$282.97
Advisor (Grade 7)	$259.04	$261.64	$269.48	$282.97
Advisor (Grade 8)	$518.16	$523.33	$539.04	$565.99
Advisor (Freshman)	$518.16	$523.33	$539.04	$565.99
Advisor (Sophomore)	$518.16	$523.33	$539.04	$565.99
Advisor (Junior)	$1,685.84	$1,702.70	$1,753.78	$1,841.47
Advisor (Senior)	$1,468.06	$1,482.74	$1,527.22	$1,603.59
Athletic Director	$6,390.35	$6,454.26	$6,647.89	$6,980.28
Athletic Director (Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
	$0.00	$0.00	$0.00	$0.00
Athletic Trainer	$23,705.49	$23,942.54	$24,660.83	$25,893.87
AV-Tech Coordinator (HS)	$1,067.36	$1,078.04	$1,110.38	$1,165.90
Band (Extracurricular)	$4,317.78	$4,360.95	$4,491.79	$4,716.37
Band (Asst. Marching)	$2,936.10	$2,965.46	$3,054.42	$3,207.16
Band (Summer)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Band (Middle School Director)	$1,554.43	$1,569.97	$1,617.07	$1,697.93
Baseball (Varsity)	$3,727.12	$3,764.40	$3,877.33	$4,071.16
Baseball (Varsity Asst)	$1,577.80	$1,593.59	$1,641.41	$1,723.48
Baseball (Reserve)	$1,968.92	$1,988.60	$2,048.27	$2,150.68
Basketball (Varsity Boys)	$6,390.35	$6,454.26	$6,647.89	$6,980.28
Basketball (Reserve Boys)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Basketball (Varsity Asst Boys)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Basketball (9th Grade Boys)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Basketball (8th Grade Boys)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Basketball (7th Grade Boys)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Basketball (Boys Elem)	$2,449.05	$2,473.54	$2,547.76	$2,675.14
Basketball (Varsity Girls)	$6,390.35	$6,454.26	$6,647.89	$6,980.28
Basketball (Reserve Girls)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Basketball (Varsity Asst Girls)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Basketball (9th Grade Girls)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Basketball (8th Grade Girls)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Basketball (7th Grade Girls)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Basketball (Girls Elem)	$2,449.05	$2,473.54	$2,547.76	$2,675.14
Booster Club Advisor (District)	$1,613.14	$1,629.27	$1,678.16	$1,762.07
Bowling	$3,371.33	$3,405.04	$3,507.19	$3,682.55

Camp Fitch	$430.35	$436.10	$449.17	$471.63
Chair (English)	$518.16	$523.33	$539.02	$565.99
Chair (Math)	$518.16	$523.33	$539.02	$565.99
Chair (Science)	$518.16	$523.33	$539.02	$565.99
Chair (Social Studies)	$518.16	$523.33	$539.02	$565.99
Chair (Career Tech)	$518.16	$523.33	$539.02	$565.99
Cheerleading Advisor (Varsity)	$3,371.33	$3,405.04	$3,507.19	$3,682.55
Cheerleading Advisor (Varsity Asst)	$2,590.65	$2,616.56	$2,695.06	$2,828.62
Cheerleading Advisor (9th Grade)				
Cheerleading Advisor (8th Grade)	$2,590.65	$2,616.56	$2,695.06	$2,828.62
Cheerleading Advisor (7th Grade)	$2,590.65	$2,616.56	$2,695.06	$2,828.62
Color Guard/Flag Line	$1,613.14	$1,629.29	$1,678.16	$1,762.07
Conditioning & Exercise Trainer (7-12)	$1,613.14	$1,629.29	$1,678.16	$1,762.07
Cross Country (Varsity)	$3,727.12	$3,764.40	$3,877.33	$4,071.19
Cross Country (Pre-season)	$518.16	$523.33	$539.02	$565.99
Culture Club Advisor	$1,468.06	$1,482.74	$1,527.22	$1,603.59
Debate Team Advisor	$3,371.33	$3,405.04	$3,507.19	$3,682.55
Destination Imagination Coordinator	$1,067.36	$1,078.04	$1,110.38	$1,165.90
Destination Imagination Coach - Elem	$0.00	$0.00	$539.02	$565.99
Destination Imagination Coach - Elem	$518.16	$523.33	$539.02	$565.99
Destination Imagination Coach - Elem	$518.16	$523.33	$539.02	$565.99
Destination Imagination Coach - MS	$518.16	$523.33	$539.02	$565.99
Destination Imagination Coach - MS	$518.16	$523.33	$539.02	$565.99
Drama Advisor (Fall)	$1,067.36	$1,078.04	$1,110.38	$1,165.90
Drama Advisor (Spring)	$1,067.36	$1,078.04	$1,110.38	$1,165.90
Equipment Manager (Fall)	$2,518.69	$2,543.87	$2,620.20	$2,750.71
Equipment Manager (Spring)	$2,518.69	$2,543.87	$2,620.20	$2,750.71
Football (Varsity)	$6,390.35	$6,454.26	$6,647.89	$6,980.28
Football (Varsity Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Football (Varsity Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Football (Varsity Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Football (Varsity Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Football (Varsity Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Football (9th Grade)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Football (9th Grade Asst)	$2,072.56	$2,093.29	$2,156.09	$2,263.89
Football (MS)	$3,077.72	$3,108.49	$3,201.75	$3,361.83
Football (MS Asst)	$2,072.56	$2,093.29	$2,156.09	$2,263.89
Football (MS Asst)	$2,072.56	$2,093.29	$2,156.09	$2,263.89
Football (MS Asst)	$2,072.56	$2,093.29	$2,156.09	$2,263.89
Football (Pre-season)	$518.16	$523.33	$539.02	$565.99
Football (Pre-season)	$518.16	$523.33	$539.02	$565.99
Football (Pre-season)	$518.16	$523.33	$539.02	$565.99
Football (Pre-season)	$518.16	$523.33	$539.02	$565.99

Football (Pre-season)	$518.16	$523.33	$539.02	$565.99
Football (Pre-season)	$518.16	$523.33	$539.02	$565.99
Gaming Club (HS)	$518.16	$523.33	$539.02	$565.99
Gaming Club (JR)	$518.16	$523.33	$539.02	$565.99
Gaming Club (MS)	$518.16	$523.33	$539.02	$565.99
Gaming Club (Elementary)	$518.16	$523.33	$539.02	$565.99
Gaming Club (Elementary)				
Golf (Varsity)	$3,371.33	$3,405.04	$3,507.19	$3,682.55
Intramurals (HS Boys)	$1,081.77	$1,092.59	$1,125.37	$1,181.63
Intramurals (HS Girls)				
Intramurals (MS Boys)	$1,081.77	$1,092.59	$1,125.37	$1,181.63
Intramurals (MS Girls)				
Musical Director	$1,067.36	$1,078.04	$1,110.38	$1,165.90
Musical Co-Director	$690.85	$697.75	$718.69	$754.62
Service Learning Club Advisor (NHS)	$518.16	$523.33	$539.02	$565.99
Service Learning Club Advisor (NTHS)	$518.16	$523.33	$539.02	$565.99
Science Fair Coordinator Elem	$518.16	$523.33	$539.02	$565.99
Science Fair Coordinator Elem	$0.00	$0.00	$539.02	$565.99
Science Fair Coordinator Elem	$518.16	$523.33	$539.02	$565.99
Science Fair Coordinator MS	$518.16	$523.33	$539.02	$565.99
Science Fair Coordinator HS	$518.16	$523.33	$539.02	$565.99
Skills USA Advisor	$1,067.36	$1,078.04	$1,110.38	$1,165.90
Soccer (Varsity Boys)	$3,727.12	$3,764.40	$3,877.33	$4,071.16
Soccer (Varsity Asst Boys)	$2,386.89	$2,410.76	$2,483.08	$2,607.23
Soccer (Varsity Girls)	$3,727.12	$3,764.40	$3,877.33	$4,071.16
Soccer (Varsity Asst Girls)	$2,386.89	$2,410.76	$2,483.08	$2,607.23
Soccer (Pre-season Boys)	$518.16	$523.33	$539.02	$565.99
Soccer (Pre-season Boys)	$518.16	$523.33	$539.02	$565.99
Soccer (Pre-season Girls)	$518.16	$523.33	$539.02	$565.99
Soccer (Pre-season Girls)	$518.16	$523.33	$539.02	$565.99
Spelling Bee Coordinator (JH)	$518.16	$523.33	$539.02	$565.99
Spelling Bee Coordinator (MS)	$518.16	$523.33	$539.02	$565.99
Softball (Varsity)	$3,727.12	$3,764.40	$3,877.33	$4,071.16
Softball (Varsity Asst)	$2,386.89	$2,410.76	$2,483.08	$2,607.23
Softball (Reserve)	$1,968.92	$1,988.60	$2,048.27	$2,150.68
Student Council Advisor (HS)	$518.16	$523.33	$539.02	$565.99
Student Council Advisor (JH)	$518.16	$523.33	$539.02	$565.99
Student Council Advisor (MS)	$518.16	$523.33	$539.02	$565.99
Student Council Advisor (Elem.)	$518.16	$523.33	$539.02	$565.99
Student Council Advisor (Elem.)	$518.16	$523.33	$539.02	$565.99
Swimming	$3,371.33	$3,405.04	$3,507.19	$3,682.55

Tennis (Varsity Boys)	$3,371.33	$3,405.04	$3,507.19	$3,682.55
Tennis (Varsity Girls)	$3,371.33	$3,405.04	$3,507.19	$3,682.55
Ticket Manager	$3,727.12	$3,764.40	$3,877.33	$4,071.16
Track (Varsity Boys)	$3,727.12	$3,764.40	$3,877.33	$4,071.16
Track (Varsity Asst Boys)	$2,386.89	$2,410.76	$2,483.08	$2,607.23
Track (MS Boys)				
Track (MS Asst Boys)	$2,103.65	$2,124.68	$2,188.41	$2,297.83
Track (Varsity Girls)				
Track (Varsity Asst Girls)	$2,386.89	$2,410.76	$2,483.08	$2,607.23
Track (MS Girls)	$2,245.26	$2,267.72	$2,335.76	$2,452.55
Track (MS Asst Girls)	$2,103.65	$2,124.68	$2,188.41	$2,297.83
Vocal Extracurricular	$1,613.14	$1,629.29	$1,678.16	$1,762.07
Vocal Extracurricular (K-4)	$783.08	$790.92	$814.64	$855.38
Volleyball (Varsity)	$3,727.12	$3,764.40	$3,877.33	$4,071.16
Volleyball (Varsity Asst)	$2,386.89	$2,410.76	$2,483.08	$2,607.23
Volleyball (9th Grade)	$2,245.26	$2,267.72	$2,335.76	$2,452.55
Volleyball (8th Grade)	$2,245.26	$2,267.72	$2,335.76	$2,452.55
Volleyball (7th Grade)	$2,245.26	$2,267.72	$2,335.76	$2,452.55
Volleyball (Pre-season)	$518.16	$523.33	$539.02	$565.99
Weight Training Advisor	$4,684.55	$4,731.39	$4,873.32	$5,116.99
Wrestling (Varsity)	$6,390.35	$6,454.26	$6,647.89	$6,980.28
Wrestling (Varsity Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Wrestling (Varsity Asst)	$3,281.54	$3,314.35	$3,413.79	$3,584.46
Wrestling (MS)	$2,936.10	$2,965.46	$3,054.42	$3,207.16
Wrestling (MS Asst)	$2,176.15	$2,197.92	$2,263.85	$2,377.05
Wrestling (K-12)	$2,449.05	$2,473.54	$2,547.76	$2,675.14
Wrestling (Elementary)	$1,067.36	$1,078.04	$1,110.38	$1,165.90
Yearbook Advisor (HS)	$3,371.33	$3,405.04	$3,507.19	$3,682.55
Yearbook Advisor (JH)	$793.21	$801.14	$825.19	$866.45

APPENDIX J

PPO

	IN-NETWORK HOSPITAL & ALL PHYSICIAN SERVICES-BENEFIT LEVELS	OUT-OF-NETWORK HOSPITAL BENEFIT LEVELS
Deductible – single/family maximum	$300/$600	$750/$1,350
Coinsurance	80% UCR	70% UCR
Coinsurance limit – single/family maximum (does not include deductible)	$775 Family $775 Single	$1,800 Family $1,700 Single
Inpatient hospital/medical/surgical services	80% UCR after Ded.	70% UCR after Ded.
Emergency room – Accident & Emergency Medical	80% after Ded. Emergency Only	80% after Ded. Emergency Only
Physical/Occupational Therapy	80% UCR	80% UCR
Medical Services -		
Office Visits (illness and injury)	80% UCR after Ded.	70% UCR after Ded.
Routine Physical OV – 2 per cal. Year	$20 CoPay then 80% UCR – not subjected to deductible as defined by ACA	$20 CoPay then 80% UCR – not subjected to deductible as defined by ACA
Urgent Care	80% UCR	80% UCR
Preventative Care Routine Pap Test (one test per benefit period) Routine Mammogram (one test, limited to $85 maximum per benefit period) Routine PSA test (one test) One Annual Routine Physical Exam - $15 CoPay – (Routine CBC, Chest X-Ray, EKG, SMA-12, Urinalysis)	100% not subjected to deductible as defined by ACA	100% not subjected to deductible as defined by ACA
Well-child care (to age nine, limited to a $500 maximum per benefit period)	100% not subject to deductible	80% UCR
Immunizations	100% not subject to deductible	80% UCR
Allergy test & treatment	80% UCR	80% UCR
Diagnostic services	80% UCR	80% UCR
Inpatient Mental Health	80% UCR	70% UCR
Combined IP & OP Drug Abuse & Alcoholism Services	80% UCR	80% UCR Outpatient 70% UCR Inpatient
Outpatient Drug Abuse & Alcoholism Services - $1,550 per Calendar Year	80% UCR	80% UCR
Outpatient	80% UCR after Ded	70% UCR after Ded
Inpatient Maternity Care	80% UCR	80% UCR
Ambulance – 100% after deductible	100% UCR	100% UCR
Home Health Care – 90 Visits per Cal. Yr.	80% UCR	80% UCR
Skilled Nursing Facility – 120 days per calendar year	80% UCR	80% UCR
Hospice Services	80% UCR	80% UCR
Private Duty Nursing Services - $5,000 maximum per benefit period	80% UCR	80% UCR

Dependent Age Limit – IRS Dependent	26 – end of month
Human Organ Transplant – Lifetime Maximum	$1,000,000
Lifetime Maximum	N/A
Benefit Period	January 1st through December 31st

All coinsurance payments are first subject to the deductible until the deductible has been met. All copays will not apply to the deductible.

Deductibles and copays do not apply to the coinsurance limit. No referrals required.

After the coinsurance limits are reached, you will no longer be required to pay any coinsurance except for outpatient mental illness and substance abuse services, which do not change after the coinsurance limit is met.

This document is only a partial listing of healthcare benefits. This is not a contract of insurance. This policy provides a complete listing of covered services.

East Liverpool City Schools
Prescription Drug Program

Benefits	Copay	Day Supply
Benefit Period	January 1st through December 31st	
Dependent Age Limit	26 – Removal upon End of Month	
Generic Copayment	$10	30
Brand Name Copayment	$30	30
Generic Copayment	$20	90
Brand Name Copayment	$40	90

Note: In an effort to continue our commitment to quality care and help contain the increasing cost of prescription drug coverage, a formulary feature is included in your prescription drug benefit. A formulary drug is a FDA approved prescription medication reviewed by an independent Pharmacy and Therapeutics Committee brought together by Medco Health Solutions, Inc. Formulary drugs can assist in maintaining quality care while meeting your plan's cost containment objectives.

This document is only a partial listing of benefits. This is not a contract of insurance. The contract or certificate will contain the complete listing of covered services.

APPENDIX L

DENTAL BENEFITS SUMMARY
EAST LIVERPOOL CITY SCHOOLS

EFFECTIVE DATE 09-01-01

Dependent Age Limit IRS Dependents..... 26 end of month

Maximum Per Benefit Period ..... $1,500 per covered person

Deductible .....$25 Individual/$75 Family

Preventive Services..... 100% UCR

Essential Services..... 80% UCR

Complex Services ..... 50% UCR

Orthodontic Services..... 50% UCR
No Deductible is required for Orthodontic Services.

Maximum Per Lifetime..... $1000 per lifetime (Max)
Available to all Covered Persons – regardless of Age.

.....

Onlays ..... once every five years for a covered person age 16 & over.

Dentures – once every five years.

Oral Exams – 2 exams per benefit period.
Bitewing X-rays – two per benefit period.
Full-mouth x-rays with supplemental bitewing – one every 36-months.
Prophylaxis – two per benefit period.
Topical Fluoride Applications – one per benefit period.
Space Maintainers – for eligible dependent children under age 19.
Crowns – once every 5 years for a covered person age 16 & over.
Inlays – once every 5 years for a covered person age 16 & over.

APPENDIX M

VISION PLAN

Services	Network	Non-network[1]
Dependent Age Limit – IRS Dependents	26	
Professional Services (One every 12 months)	$15 copayment	$15 maximum
Spectacle exam	$15 copayment + any amount over spectacle exam	$15 maximum
Contact lens exam		
Frame (One every 12 months)	$0 copayment (up to $100. 15% off anything more than $100)	$30 maximum
Lenses (Uncoated plastic. One pair every 12 months)		
Single vision	$15 copayment	$10 maximum
Bifocal	$15 copayment	$20 maximum
Trifocal	$15 copayment	$30 maximum
Lenticular	$15 copayment	$40 maximum
Contact lenses (instead of lenses and frames. One pair every 12 months)		
Cosmetic	$15 copayment (up to $100)	$40 maximum
Medically necessary	$15 copayment (up to $200)	$75 maximum
Disposable	$15 copayment (up to $100)	$40 maximum

Listed below are additional ways to save on lens options and contact lenses through the Vision program.

Lens options:

Lens options	*Discounted price	Lens options	*Discounted price
Anti-reflective coating	$35	Progressive (no-line bifocal)	$50
Scratch-resistant coating	$12	Solid tint or Gradient tint	$ 8
Photocromic	$30	Ultraviolet coating	$12
Polycarbonate	$30	Glass	$15

*Discounted price is in addition to the $15 copayment listed above.

Contact lenses:

Use the mail-order Vision One Contact Lens Replacement Program and apply discounts when ordering contacts by mail.

The discount schedule for lens options and contact lenses listed above is good through December 31, 2001. This document is only a partial listing benefits. This is not a contract of insurance. The policy provides a complete listing of covered services.

[1] The non-network maximum is the amount a member receives for covered vision services received from a non-network provider.

APPENDIX N

EVALUATION OF CERTIFIED STAFF

(Ohio Teacher Evaluation System 2.0)

The District is responsible for a standards-based teacher evaluation policy which conforms to the framework for evaluation of teachers as approved by the State Board of Education (SBOE) and aligns with the "Standards for the Teaching Profession" as set forth in State law.

The Board adopts the Ohio Teacher Evaluation System (OTES) 2.0 as approved by the SBOE.

The Board believes in the importance of ongoing assessment and meaningful feedback as a powerful vehicle to support teacher growth and subsequent teacher success.

If either party wishes to consider any change, deletion, or addition to the evaluation procedure or process, including the evaluation instruments, during the term of this agreement, it shall discuss the matter with the committee. If the discussion results in a recommendation by the committee to change or revise the evaluation procedure or process, including the evaluation instrument, then said recommendation shall be subject to ratification by both parties.

Definitions

A. OTES 2.0 – The teacher evaluation system required by Ohio Rev. Code § 3319.111 and § 3319.112.

B. Credentialed Evaluator – For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

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

2. holds an active credential established by the Ohio Department of Education (ODE) for teacher evaluation; and

3. has completed the most recent State-sponsored evaluation training and has passed an online credentialing assessment, and

4. is an administrator and direct supervisor/principal/assistant principal of the member in the district.

5. The Special Education Director shall evaluate members under the purview of the office and shall meet the standards of 1-4 above.

The Board authorizes the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

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

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

E. Evaluation Factors – The walkthrough(s), observation(s), and other components required by Ohio Rev. Code to be used in the teacher evaluation procedure.

F. Evaluation Framework – The document created and approved by the DEW that establishes the Standards-Based evaluation of teachers in accordance with Ohio Rev. Code § 3319.111(A) attached as Appendix V.

G. Evaluation Instruments – The forms used by the teacher's evaluator. The approved evaluation instruments are attached to this agreement as Appendix W.

H. Evaluation Procedure – The procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under RC 3319.111 and RC 3319.112 and to conform to the framework for the evaluation of teachers developed under RC 3319.112.

I. Evaluation Rating – The final summative evaluation level that is assigned to a teacher based on the holistic review of all Evaluation Factors, observed during the Evaluation Cycle. Each completed evaluation will result in the assignment of one of the following evaluation ratings: Accomplished, Skilled, Developing, or Ineffective. The final rating shall not be weighted in such a way that one (1) domain or component of the evaluation system has a higher importance than another, except that any area marked N/A shall not negatively impact the evaluation rating.

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

K. 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.

L. Improvement Plan – A detailed, written plan collaboratively developed between the teacher and evaluator, utilized solely when a teacher receives an Evaluation Rating of ineffective. The approved form for the Improvement Plan is attached to this agreement as Appendix Y.

M. Ohio Evaluation System (OhioES) – The electronic system used by the District to report aggregate, summative teacher evaluation ratings to the Ohio Department of Education and Workforce (DEW).

N. Poorly Performing Teacher – A teacher who receives an evaluation rating of ineffective for a period of no less than two (2) out of the last three (3) years under OTES 2.0.

O. 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 to this agreement as Appendix X.

P. Teacher – For purposes of this policy, teacher means licensed instructors who spend at least 50% of his/her time providing content-related student instruction and who is working under one of the following:

1. A license issued under Ohio Revised Code (RC) 3319.22, 3319.26, 3319.222 or 3319.226; or

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

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

4. A permit issued under RC 3319.301.

Substitute teachers, nurses, guidance counselors, athletic director, speech therapist, and kiln instructor, and other teachers not meeting this definition are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the East Liverpool Education Association.

The Superintendent, Treasurer, Business Manager and any other administrator as defined by RC 3319.02 are not subject to evaluation under this policy.

The Board may elect not to evaluate a teacher who was on leave from the District for 50% or more of the school year and/or submitted notice of retirement that was accepted by the Board no later than December 1st of the year the teacher was scheduled to be evaluated.

Q. Teacher Performance – The assessment of a teacher, during the evaluation cycle, which is based upon the educator professional standards, and reported using the rubric contained in Appendix W of this Agreement.

R. Teacher-Student Data Linkage (TSDL) – refers to the process of connecting the teacher(s) of record (based upon above definition) to a student and/or defined group of students'

achievement scores for the purpose of attributing student growth to that teacher. Roster verification refers to the process of connecting the teacher(s) of record to a student and/or a defined group of students' achievement scores.

S. 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.

T. Vendor Assessment – student assessments which may include those add approved by DEW 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.

CRITERIA FOR PERFORMANCE ASSESSMENT

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

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

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

D. All monitoring or observation of the work performance of a teacher shall be conducted openly and with full knowledge of the teacher.

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

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

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

H. No teacher shall be required to complete a self-assessment (e.g. OTES 2.0 Self-Assessment Form).

Standards-Based Teacher Evaluation

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based on teacher performance.

Each teacher evaluation cycle will result in a final holistic effectiveness rating of: Accomplished, Skilled, Developing, or Ineffective.

The specific standards and criteria for distinguishing between these ratings/levels of performance shall be the same as those developed by the SBOE.

The Superintendent shall annually file a report with DEW with the number of teachers for whom an evaluation was conducted as well as the number of teachers assigned each rating as set forth above, aggregated by teacher preparation programs from which and the years in which the teachers graduated.

The Board will utilize DEW's guidelines for reporting this information. Unless required by the DEW guidelines, the name of, or any other personally identifiable information about, any teacher to whom this policy applies will not be reported to DEW.

If permitted by the DEW, the Board may elect not to evaluate a teacher who was on leave from the District for 50% or more of the school year and/or submitted notice of retirement that was accepted by the Board no later than December 1st of the year the teacher was scheduled to be evaluated.

Assessment of Teacher Performance

Teacher performance will be evaluated during formal observations and periodic informal observations also known as classroom walkthroughs. Such performance will be assessed through a holistic process by trained and credentialed evaluators based upon the following Ohio Standards for the Teaching Profession:

A. understanding student learning and development and respecting the diversity of the students they teach:

B. understanding the content area for which they have instructional responsibility;

C. understanding and using varied assessment to inform instruction, evaluation and ensure student learning;

D. planning and delivering effective instruction that advances individual student learning;

E. creating learning environments that promote high levels of learning and student achievement;

F. collaborating and communicating with students, parents, other educators, District administrators and the community to support student learning; and

G. assuming responsibility for professional growth, performance and involvement.

Formal Observation and Classroom Walkthrough Sequence

A. All instructors who meet the definition of teacher under RC 3319.111 and this policy shall be evaluated based on two formal observations of at least 30 minutes not to exceed 60 minutes each and no less than two (2) (one per semester) and no more than four (4) (one per quarter) periodic classroom walkthroughs each school year. A third formal observation may be conducted based upon mutual agreement between the member and the evaluator.

B. Teachers on a limited contract who are under consideration for renewal/nonrenewal shall receive at least three formal observations in addition to periodic classroom walkthroughs.

C. Anyone who receives a rating of Accomplished on his/her most recent evaluation shall be evaluated every three years (aka less frequent cycle) if the teacher has made progress on their PGP. If the determination is made to evaluate every three years, the teacher will nevertheless be provided with at least one formal observation using the rubric, preceded by a pre-conference and including a post conference in any year that such teacher is not fully evaluated.

D. The Board shall evaluate each teacher who received a rating of Skilled on the teacher's most recent evaluation once every two years, aka less frequent cycle, so long as the teacher has made progress on their Professional Growth Plan. The teacher will nevertheless be provided with at least one (1) formal observation using the rubric, preceded by a pre-conference and including a post conference in any year that such teacher is not fully evaluated.

Evaluations will be completed by May 1 and each teacher will be provided a written report of the results of his/her evaluation by May 10. Written notice of nonrenewal will be provided by May 15.

The teacher shall have the right to attach any comments regarding the observation or evaluation cycle summary to the written forms as long as any written response is provided within ten (10) days of receipt by the teacher or the teacher may present to the evaluator additional evidence of accomplishments which will be used to update the evaluation rating. Such written response shall become a part of the written observation or evaluation summary form and shall be placed in the teacher's personnel file.

The actions or inaction of teaching aides during observations or walkthroughs shall not be taken into consideration when evaluating the member.

In evaluating teacher performance in these areas, the Board shall utilize the measures set forth by DEW's OTES 2.0 Teacher Performance Rubric for instructional planning, instruction and assessment, and professionalism. This is called the Teacher Performance Evaluation Rubric.

Formal Observation Procedure

All formal observations shall be preceded by a conference between the evaluator and the employee no more than five (5) and less than one (1) work day prior to the formal observation in order for the employee to explain plans and objectives for the classroom situation to be observed.

Unless by mutual consent, and excluding calamity days, teachers shall not receive a formal observation a day before or after the following:

A. Any day when administration of standardized testing in which the teacher's class is involved

B. A holiday break or any break from scheduled school days (excluding PD or Waiver Days and weekends)

Unless by mutual consent, teachers shall not receive a formal observation on party days as scheduled by the administration at the beginning of the year for those teachers having party days.

A post-observation conference shall be held no more than five (5) school days after each formal observation. The five (5) school days may be extended with written notice by either the bargaining unit member or the observer/evaluator.

Informal Observation/Classroom Walkthrough Procedure

A walkthrough is a formative assessment process that focuses on one or more of the following components and results in brief written notes or a summary:

A. Evidence of planning

B. Lesson delivery

C. Differentiation

D. Resources

E. Classroom environment

F. Student engagement

G. Assessment, or

H. Any other component of the standards and rubrics approved for teacher evaluation

It is recognized that a walkthrough only gives a snapshot of instruction and that it is not expected for each of the preceding components to be observed during a single walkthrough. A bargaining unit member shall not be negatively impacted by any of the components not being observed during a single walkthrough.

A walkthrough shall consist of at least 10 consecutive minutes, but not more than 15 consecutive minutes in duration. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

Data gathered from the walkthrough must be placed on a feedback form. Feedback from walkthroughs shall be provided electronically within two school days of the walkthrough. The teacher and or administrator may request a face-to-face meeting to discuss observations relative to the identified focus of the walkthrough.

A. Classroom walkthroughs shall not unreasonably disrupt and/or interrupt the learning environment.

B. A final debriefing and completed form must be shared with the employee within a reasonable amount of time.

When utilizing vendor assessments for HQSD purposes, all related materials shall be purchased by the Board and all affected staff shall be trained on utilization and other considerations by September 1 of each year.

HIGH QUALITY STUDENT DATA (HQSD)

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

B. When utilizing vendor assessments 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.

1. When utilizing a vendor assessment, the District shall assess the financial impact on the budget and provide a copy to the Association President not less than sixty (60) days prior to Board consideration.

2. The Evaluation Committee 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 committee may ask for the vendor to make a presentation to the committee.

3. All new vendor assessments shall be piloted for three (3) years prior to being used as a source of HQSD, subject to the following:

   a. Participation in the pilot is voluntary.

   b. All teachers and credentialed evaluators will be trained on the vendor assessment at the beginning of the pilot.

   c. Teachers participating in the pilot shall be provided seven (7) hours of release time or during waiver days to train, meet, and reflect on the vendor assessment each year of the pilot.

   d. An assessment by the Evaluation Committee shall occur in May of each school year.

   e. The committee shall provide a recommendation whether to implement the vendor assessment as HQSD to the Superintendent and Association President by May 1 of the third year of the pilot.

C. 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 instruction;

   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.

D. No Evaluation Factor shall be impacted by student performance on a test or tests.

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

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the full or less frequent teacher evaluation cycle, each teacher must annually develop either a professional growth plan or professional improvement plan as follows:

A. Professional growth (Appendix X) and improvement plans (Appendix Y) shall be developed as follows:

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

2. Teachers whose evaluation rating is Skilled shall develop a professional growth plan collaboratively with his/her credentialed evaluator and shall have input on the selection of the credentialed evaluator for their next evaluation cycle as set forth in this agreement.

3. Teachers whose evaluation rating is Developing shall develop a professional growth plan with their assigned evaluator, pursuant to the terms of this agreement.

4. Teachers whose evaluation rating is Ineffective shall develop a professional improvement plan with their assigned evaluator, pursuant to the terms of this agreement.

5. If a teacher and evaluator are unable to agree on the evaluator's expectations for the improvement plan, the teacher may request a teacher mentor/coach or another mutually-agreed upon teacher of the District to facilitate further discussion between the teacher and the evaluator toward development of the improvement plan.

B. The Board shall provide professional development, mentoring/coaching, the allocation of financial resources to accelerate teacher growth and improvement; and support to poorly performing teachers.

C. The improvement plan shall include:

1. Specific, measurable instructional practices to be observed;

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

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

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

5. Shall utilize the form found in Appendix Y of this Agreement.

D. Professional growth and improvement plans shall be aligned to the teacher's evaluation 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.

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

APPENDIX O

STANDARDS-BASED SCHOOL COUNSELOR EVALUATION

The Board of Education is responsible for a standards-based school counselor evaluation policy which conforms to the framework for the evaluation of school counselors as approved by the State Board of Education and aligns with the "Standards for School Counselors" as set forth in State law.

The Board of Education adopts the Ohio School Counselor Evaluation System (OSCES) as approved by the State Board of Education.

The Board believes school counselors play a critical role in supporting student learning and success and maintaining a positive school environment. The standards based system of school counselor evaluations is designed to provide meaningful and consistent feedback to support counselor professional growth and inform employment decisions.

This policy shall be implemented as set forth herein and shall be included in the collective bargaining agreement with the East Liverpool Education Association, and in all extensions and renewals thereof.

This policy has been developed in consultation with school counselors.

The Board authorizes the Superintendent to work with the Evaluation Standing Committee, with continuing participation by District counselors represented by the East Liverpool Education Association for the express purpose of recommending necessary changes to the Board for the appropriate revision of the policy.

Definitions

"OSCES" – Stands for the Ohio School Counselor Evaluation System as adopted by the Ohio State Board of Education, or as otherwise modified by the State Board of Education.

"School Counselor" – For purposes of this policy, "school counselor" means an employee who holds a license issued pursuant to O.A.C. 3301-24-05 by the Ohio Department of Education and Workforce in the area of school counseling and who is assigned to a position in that capacity.

Teachers and other employees who do not meet this definition are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated in accordance with Board policy ( ) and/or utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the East Liverpool Education Association.

"Credentialed Evaluator" – For purposes of this policy, each counselor subject to evaluation will be evaluated by a person who has completed the OSCES training as required by the Ohio Department of Education and Workforce.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

"Evaluation Factors" – refers to the multiple measures that are required by law to be used in the school counselor evaluation procedures, including performance on all six (6) areas identified by the standards and the ability to produce positive outcomes using student metrics selected by the Board. School counselors will receive a score in each of the six standards and the student metrics, which shall be weighted equally (1/7 of the final summative score).

"Evaluation Framework" – means the standards-based framework adopted by the State Board of Education for the evaluation of school counselors in accordance with R.C. 3319.113.

"Evaluation Instruments" – refers to the forms used by the school counselor's evaluator as developed locally.

"Evaluation Procedure" – the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.113 and to conform to the framework for the evaluation of school counselors developed under R.C. 3319.113.

"Evaluation Rating" – means the final summative evaluation level that is assigned to a school counselor pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle when the school counselor performance rating is combined with the results of student metrics. Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

"High Performing School Counselor" – is a school counselor who earns a summative rating of "Accomplished" or "Skilled" on his/her most recent evaluations.

"School Counselor Performance" – is the assessment of a school counselor's performance on each of the six State-adopted standards, resulting in a performance rating. As an evaluation factor, the school counselor performance dimension is based on direct observations of a counselor's practice by a credentialed evaluator. Performance results are reported as a performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.

"Student Metrics" – the locally determined measure(s) that assess a school counselor's ability to produce positive student outcomes.

Standards-Based School Counselor Evaluation

School Counselor evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each school counselor and assigning an effectiveness rating based upon school counselor performance and the counselor's assessment on selected student metrics.

A. Accomplished;

B. Skilled;

C. Developing; or

D. Ineffective.

The specific standards and criteria for distinguishing between the ratings/levels of performance shall be the same as those developed by the State Board of Education, which are incorporated herein by reference.

The Superintendent shall annually cause to be filed a report to the Ohio Department of Education and Workforce (DEW) in accordance with requirements mandated by DEW. The Board will utilize the DEW's guidelines for reporting this information.

Assessment of School Counselor Performance

School Counselor performance will be evaluated during formal observations and periodic informal observations. Such performance will be assessed through a holistic process by trained and credentialed evaluators based upon the following *Ohio Standards for School Counselors*:

A. Comprehensive School Counseling Program Plan;

B. Direct Services for Academic, Career and Social/Emotional Development;

C. Indirect Services – Partnerships and Referrals;

D. Evaluation and Data;

E. Leadership and Advocacy; and

F. Professional Responsibility, Knowledge and Growth.

Formal and Informal Observations

A. School Counselors shall be evaluated based on at least two (2) formal observations of at least thirty (30) minutes each and informal observations each school year.

B. A high performing school counselor will be evaluated less frequently as follows:

1. A school counselor who receives a rating of "Accomplished" on his/her most recent evaluation may be evaluated every three (3) years, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is "skilled" or higher. If the determination is made to evaluate every three (3) years, the counselor will nevertheless be

provided with a least one (1) observation and conference in any year that such counselor is not formally evaluated.

2. A school counselor who receives a rating of "Skilled" on his/her most recent evaluation may be evaluated every other year, as long as the counselor's metrics for student outcomes for the most recent year for which data is available, is "skilled" or higher. If the determination is made to evaluate every other year, the counselor will nevertheless be provided with at least one (1) observation and conference in any year that such counselor is not formally evaluated.

Evaluations will be completed by May 1st and each school counselor will be provided a written report of the results of his/her evaluation by May 10th. Written notice of nonrenewal will be provided by June 1st.

The school counselor shall have the right to attach any comments regarding the observation or evaluation summary to the written forms as long as any written response is provided within ten (10) days of receipt by the school counselor or the school counselor may present to the evaluator additional evidence of accomplishments which will be used to update the evaluation. Such written response shall become a part of the written observation or evaluation summary form and shall be placed in the teacher's personnel file.

Each school counselor evaluated under this policy shall annually complete a "Self-Assessment" utilizing the Self-Assessment Summary Tool approved by the Board.

Formal Observation Procedure

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

All formal observations shall be preceded by a conference between the evaluator and the employee prior to the observation in order for the employee to explain plans and objectives for the classroom situation to be observed.

Unless by mutual consent, and excluding calamity days, school counselors shall not receive a formal observation a day before or after the following:

A. Any day when administration of standardized testing in which the teacher's class is involved

B. A holiday break or any break from scheduled school days (excluding PD or Waiver Days and weekends)

Unless by mutual consent, school counselors shall not receive a formal observation on "party days" as scheduled by the administration at the beginning of the year for those teachers having "party days."

A post-observation conference shall be held no more than five (5) school days after each formal observation. The five (5) school days may be extended with written notice by either the bargaining unit member or the observer/evaluator.

Informal Observation/Walkthrough Procedure

The observations will not be conducted when school counselors are engaged in counseling activities with students that require confidentiality.

An informal observation is a formative assessment process that focuses on one (1) or more of the components included in the State-adopted standards.

An informal observation should consist of at least ten (10) consecutive minutes, but not more than fifteen (15) consecutive minutes in duration. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

Data gathered from the observation must be placed on the appropriate designated form. Written feedback from observations shall be provided after the observation. The school counselor and/or evaluator may request a face to face meeting to discuss observations relative to the identified focus of the informal observation.

A. Informal observations shall not unreasonably disrupt and/or interrupt the work day.

B. A final debriefing and completed form must be shared with the employee within a reasonable amount of time.

Assessment of Student Metrics

The Board will select student metrics that will be utilized for school counselor evaluations in the areas of academics, career, and social emotional development. Any modifications to the metrics that will be used in school counselor evaluations will be adopted before the start of the school year.

Data from these approved measures of student growth will be scored on four (4) levels, with a score of "1" being the lowest and "4" being the highest.

Final Evaluation Procedures

Each school counselor's performance rating for each of the six (6) standards will be combined with the assessment of student metrics to produce the final summative rating.

The evaluator shall provide that each evaluation is submitted to the school counselor for his/her acknowledgement by written receipt. If signed by the employee, the receipt is to be sent to the Superintendent as soon as received.

Professional Growth Plans and Professional Improvement Plans

Based upon the results of the annual evaluations conducted in accordance with this policy, each school counselor must develop either a professional growth plan or professional improvement plan as follows:

A. School counselors with a final summative rating of "Accomplished" will develop a professional growth plan.

B. School counselors with a final summative rating of "Skilled" will develop a professional growth plan collaboratively with their evaluator.

C. School counselors with a final summative rating of "Developing" will develop a professional growth plan collaboratively with their evaluator. A building administrator must approve the professional growth plan.

D. School counselors with a final summative rating of "Ineffective" will develop an improvement plan with their evaluator. A building administrator must approve the improvement plan.

Professional growth and improvement plans must be completed by September 30th each school year. The Board retains the discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Board Professional Development Plan

In accordance with the State Board of Education's Statewide evaluation framework, the Board has adopted a specific plan for the allocation of financial resources to support the professional development of school counselors covered by this policy. The plan will be reviewed annually.

R.C. 3319.02, 3319.11, 3319.113, R.C. 3319.16
A.C. 3301-24-05
H.B. 64

OBSERVATION REPORT FORM

EAST LIVERPOOL CITY SCHOOL DISTRICT
East Liverpool, Ohio 43920

STAFF MEMBER_____ OBSERVATION DATE_____
Start Time_____ Length of Observation (Minutes)_____
Subject:_____ Basic Method:_____

Code: 0=Unacceptable 1=Below Expectations
2=Meets Expectations 3=Exceeds Expectations NA=Not Applicable

PREPARATION:

_____ A. Demonstrated adequate mastery of subject matter
_____ B. Directed class toward clearly defined objective(s)
_____ C. Developed concepts consistent with adopted course of study
_____ D. Used adequate resources to develop concept(s)

METHODOLOGY:

_____ A. Involved or attempted to involve students in the class (not strictly lecture)
_____ B. Used appropriate questions (higher level for older students) and questioning techniques
_____ C. Maintained eye contact; moved adequately around the room
_____ D. Introduced lesson and key points
_____ E. Was able to summarize or bring closure to important points
_____ F. Explained clearly any assignment; provided examples, if needed
_____ G. Used a "pace" appropriate for the class
_____ H. Made assignment (if any) consistent with presentation
_____ I. Lesson related to current issues or subjects of contemporary concern

INSTRUCTIONAL CLIMATE/DISCIPLINE:

_____ A. Maintained discipline at a level consistent with activity
_____ B. Demonstrated leadership at a level consistent with activity

DELIVERY:

_____ A. Projected voice adequately and appropriately
_____ B. Articulated clearly, was easily understood
_____ C. Used adequate grammar

OTHER:

_____

_____

_____

_____

Observer:_____ Date:_____

Teacher:_____ Date:_____

Original: Superintendent
Copy: Evaluator
Copy: Teacher

CERTIFICATED EVALUATION FORM

EAST LIVERPOOL CITY SCHOOL DISTRICT
East Liverpool, Ohio 43920

STAFF MEMBER_____
SCHOOL_____
POSITION_____ YEARS EXPERIENCE_____

CONTRACT ELIGIBILITY _____ Limited _____ Continuing

TYPE OF CERTIFICATE _____ Temporary _____ Provisional
_____ Professional _____ Permanent

DATES AND LENGTH OF CLASSROOM OBSERVATION:

_____	_____ min.	_____	_____ min.
_____	_____ min.	_____	_____ min.
_____	_____ min.	_____	_____ min.

REASON FOR APPRAISAL:
_____

This evaluation form is intended to comply with the philosophy, purposes, goals, objectives and procedures for the evaluation of certified staff members in the East Liverpool City School District. Each item should be completed and an explanation of suggestions for improvement should be included in any section with an unsatisfactory evaluation.

Code: 0=Unacceptable 1=Below Expectations
2=Meets Expectations 3=Exceeds Expectations NA=Not Applicable

INSTRUCTION, PUPIL RELATIONSHIPS, AND CLASSROOM MANAGEMENT:

_____ 1. Provides clear and meaningful assignments that are related to the lessons and objectives, and shows good judgment in quality of work assigned.
_____ 2. Demonstrates effective communication skills in teaching students.
_____ 3. Prepares weekly lesson plans and demonstrates adequate preparation for each daily class.
_____ 4. Effectively and appropriately evaluates student growth and learning; is systematic and fair in appraisal and reporting of student progress.
_____ 5. Recognized and provides for individual differences among students through appropriate planning, expectations, and sensitivity to pupil needs.
_____ 6. Demonstrates knowledge of subject matter.
_____ 7. Demonstrates poise in classroom presentation and in the performance of school duties.

_____ 8. Uses a variety of teaching techniques appropriate for class and students, including efforts to present new and different material. Provides opportunities for special activities/events which enrich learning.
_____ 9. Follows and enriches adopted course of study.
_____ 10. Works to develop student-directed learning, and creative and critical thinking skills in pupils.
_____ 11. Provides for the motivation of students.
_____ 12. Develops an appropriate teacher/pupil relationship including mutual attention and respect.
_____ 13. Assists pupils in developing a sense of responsibility, self-discipline, cooperation, and respect for others.
_____ 14. Utilizes effective techniques for classroom control, including the development of effective student discipline.
_____ 15. Exercises good judgment in managing a positive emotional, physical, and academic environment.

PROFESSIONAL ATTITUDES:

_____ 1. Demonstrates maturity in the acceptance of responsibilities related to class and students.
_____ 2. Willingly accepts the responsibilities of teaching.
_____ 3. Demonstrates enthusiasm and initiative for the teaching profession.
_____ 4. Demonstrates courtesy toward others.
_____ 5. Exemplifies personal and professional integrity.
_____ 6. Maintains appropriate loyalty to school and to district.
_____ 7. Dresses appropriately and maintains physical appearance appropriate for position.
_____ 8. Demonstrates physical health necessary for successful teaching.
_____ 9. Demonstrates good judgment in using pupil information.

STAFF RESPONSIBILITIES:

_____ 1. Completes necessary reports and/or forms accurately and punctually
_____ 2. Maintains appropriate care and control of school property and/or supplies.
_____ 3. Communicates with other staff members and administrators regarding activities or improvements in school program and/or services for individual students.
_____ 4. Continues professional growth through college coursework, by studying the professional literature, and by attending non-required workshops.
_____ 5. Maintains flexibility in dealing with problems, new situations, etc., and attempts to seek constructive solutions.
_____ 6. Demonstrates mature judgment.
_____ 7. Maintains rapport with other staff members.
_____ 8. Is punctual. (Is at assigned teaching assignment or responsibility at least a few minutes before assigned time.)
_____ 9. Maintains a cooperative relationship with administrators and/or supervisors; responds positively to constructive criticism.

_____ 10. Plans and completes work without close supervision.
_____ 11. Becomes involved in school programs and/or activities.
_____ 12. Accepts and supports district policy, regulations and school rules.

PARENT/COMMUNITY RESPONSIBILITIES:

_____ 1. Demonstrates appropriate attitude, mature judgment, and tact in promoting positive parent relationships.
_____ 2. Communicates with parents as is necessary.
_____ 3. Provides a positive school image to the community.
_____ 4. Works to develop positive school/community relationships.

EVALUATOR COMMENTS:

Please list and discuss any deviations from job description.

Please list any additional assignments (committees, etc.) which this staff member has assumed this year.

RECOMMENDATION TO THE SUPERINTENDENT:

_____
_____
_____
_____

TEACHER COMMENTS/REBUTTAL:

_____
_____
_____
_____

Signature indicates knowledge of appraisal and not necessarily concurrence.

Signature of Teacher_____ Date_____

Signature of Evaluator_____ Date_____

Original: Superintendent
Copy: Evaluator
Copy: Teacher

Note: No appraisal form will be sent to another school system except at the request of the appraisee.

APPENDIX R

PERFORMANCE IMPROVEMENT PLAN

EAST LIVERPOOL CITY SCHOOL DISTRICT
East Liverpool, Ohio 43920

STAFF MEMBER:_____ DATE:_____

List areas to be improved:

A. _____
_____

B. _____
_____

C. _____
_____

Teacher:_____ Evaluator:_____

Plan for self-improvement (Staff Member):

A. _____
_____

B. _____
_____

C. _____
_____

Evaluator's plan to assist the staff member to improve performance:

A. _____
_____

B. _____
_____

C. _____
_____

Date Plan Initiated _____

Date Outcome of Plans to be Evaluated _____

Outcomes of Improvement Plan:

Staff Member's Comments:

Evaluator's Comments:

Evaluator's Recommendations:

Signatures Acknowledging Receipt:

Teacher	Date	Evaluator	Date

APPENDIX S

ATHLETIC DIRECTOR BI-ANNUAL OBSERVATION/EVALUATION FORM

EAST LIVERPOOL CITY SCHOOL DISTRICT

ATHLETIC DIRECTOR_____ DATE_____

YEARS EXPERIENCE _____ YEARS EXPERIENCE IN THIS DISTRICT_____

This evaluation form is intended to comply with the philosophy, purposes, goals, objectives and procedures for the evaluation of certified staff members in the East Liverpool City School District. Each item should be completed and an explanation of suggestions for improvement should be included in any section with an unsatisfactory evaluation.

RATING: 0=Unacceptable 1=Below Expectations 2=Meets Expectations 3=Exceeds Expectations NA=Not Applicable

JOB RESPONSIBILITIES AND PERFORMANCE

_____ 1. Coordinates the 7-12 athletic programs in collaboration with principals, assistant athletic director, and coaches; coordinates the use of facilities and practice schedules

_____ 2. Assesses, prioritizes, and addresses program needs

_____ 3. Directs the recruitment of coaches and works with and works with principals, assistant athletic director, and/or selection committees to make employment recommendations

_____ 4. Supervises and evaluates assistant athletic director and head coaches

_____ 5. Supervises and works with the assistant athletic director and head coaches to ensure complete and appropriate schedules

_____ 6. Issues contracts for athletic contests and properly maintains necessary records

_____ 7. Directs the supervision of home games sites including scoreboard functionality, press box, public address system, cleanliness and clean-up, staffing of necessary personnel (including officials, table workers, chain crews, security, ticket sellers, ticket takers, ushers, et. al.)

_____ 8. Attends all out-of-town varsity football and varsity basketball games or arranges supervision with assistant athletic director, principals, or other approved designees

_____ 9. Schedules, processes contracts, maintains records, and approves compensation for event officials

_____ 10. Directs and ensures transportation for all away athletic events

_____ 11. Ensures that all necessary documents are submitted by athletes and verifies eligibility for participation with respect to grades and attendance

_____ 12. Supervises and maintains the District athletic funds, prepares and administers a detailed operating budget for the athletic program and individual sports, approves purchases, and submits a comprehensive, updated financial report on a monthly basis

_____ 13. Plans public events to raise funds for the athletic program

_____ 14. Develops and directs a public relations campaign to promote the athletic program

_____ 15. Directs and maintains communication with all media

_____ 16. Supervises ticket manager and promotes ticket sales

_____ 17. Ensures that all coaches and programs conform to Board policy, OHSAA rules and regulations, league policies, and state/federal laws

_____ 18. Communicates and maintains relations with OHSAA and other leagues/ conferences; attends meetings as required; submits necessary reports and forms

_____ 19. Plans and directs OHSAA parent meetings

_____ 20. Attends all Athletic Committee meetings, prepares agenda and minutes for each meeting

_____ 21. Ensures that each coach has completed all requirements for Pupil Activity Permits (including background checks)

_____ 22. Provides for the professional development of coaches

_____ 23. Provides leadership and serves as liaison for athletic booster organizations, coordinates booster support with coaches, and serves as the finance review officer for booster organizations

_____ 24. Formulates policies for the athletic program and makes recommendations to the Superintendent

_____ 25. Directs the implementation of District athletic policies

_____ 26. Attends and/or supervises as many athletic events as possible

_____ 27. Prepares reports as requested by principals or the Athletic Committee

_____ 28. Maintains the Athletic Office in an organized and presentable manner

_____ 29. Supervises equipment managers and maintains a current inventory of all equipment

_____ 30. Supervises the care and condition of equipment

_____ 31. Attain quotes and requisition equipment

_____ 32. Maintains communication with other schools

_____ 33. Provides leadership in student insurance and physical exams

_____ 34. Coordinates, supervises, and participates in banquets

_____ 35. Provides leadership in the area of athletic awards

COMMENTS:

_____

_____

_____

_____

_____

PROFESSIONALISM

_____ 1. Develops respect by example in appearance, manners, behavior, language, and interest
_____ 2. Provides proper supervision and administration of locker and training room
_____ 3. Is well-versed and knowledgeable in matters pertaining to each sport
_____ 4. Sets standards for individual and team discipline and control
_____ 5. Assists head coaches in developing better coaching practices
_____ 6. Develops integrity within the coaching staffs and among fellow coaches
_____ 7. Is fair, understanding, tolerant, sympathetic, and patient coaches, athletes, parents, and community members
_____ 8. Demonstrate innovation in the improvement of the athletic program
_____ 9. Is prompt in meeting teams and other school representatives
_____ 10. Shows an interest in athletes in off-season activities and classroom efforts
_____ 11. Provides leadership and attitudes that produce positive efforts by participants
_____ 12. Knows the medical aspects of his position including first aid, injury policies, working with team doctor, and/or family physician
_____ 13. Delegates authority with responsibility while remaining accountable for such delegations.
_____ 14. Provides an atmosphere of cooperation in being receptive to suggestions and giving credit to those responsible for success
_____ 15. Uses all possible ethical means of motivation and emphasizes values of competitive athletics, acceptable personal behavior and decision making.

COMMENTS:

_____
_____
_____
_____
_____

PROFESSIONAL AND PERSONAL RELATIONSHIPS

_____ 1. Provides leadership with the assistant athletic director and head coaches in regard to submitting participant lists, parent permission and physical slips, year-end reports, budget, and program information relative to the sport
_____ 2. Is appropriately dressed at the practices and games
_____ 3. Understands and follows rules and regulations for all sports, as set forth by all governing agencies (OHSAA, Board of Education, Leagues, Conferences, et. al.)
_____ 4. Participates in pep assemblies, recognition events, and graduation
_____ 5. Communicates with colleges to aid and assist players in gaining college admission, scholarships and financial aid, and other ancillary responsibilities
_____ 6. Maintains proper conduct at games toward players, officials, other workers, and spectators

_____ 7. Develops good rapport with teachers, coaches, administrators, parents, community members, and those of other schools

_____ 8. Works cooperatively with elementary programs to develop a multifaceted program

_____ 9. Promotes school spirit; exhibits enthusiasm and vitality

_____ 10. Uses tact and diplomacy in dealing with parents and spectators

_____ 11. Develops and maintains a cooperative relationship with booster organizations

_____ 12. Appropriately prioritizes athletic participation with academics and arts; supports students in each area

_____ 13. Keeps administrators informed about unusual events

_____ 14. Is cooperative in helping service clubs, recreation department, and other organizations in projects that impact or relate to the athletic program

_____ 15. Encourages athletes to participate in other sports and conditioning programs throughout the year.

COMMENTS:

_____

_____

_____

_____

_____

AREAS FOR IMPROVEMENT:

_____

_____

_____

_____

_____

SUMMATIVE RATING:

_____ Unacceptable _____ Meets Expectations

_____ Below Expectations _____ Exceeds Expectations

Athletic Director signature indicates knowledge and receipt of performance appraisal and not necessarily concurrence:

_____ Date_____

Athletic Director Signature

_____ Date _____

Principal/Superintendent Signature

APPENDIX T

COACH EVALUATION FORM

EAST LIVERPOOL CITY SCHOOL DISTRICT
East Liverpool, Ohio 43920

COACH_____ SCHOOL_____ DATE_____
ASSIGNMENT_____ SEASON_____
Number of years Coaching in this Assignment_____
Number of years Coaching in this District_____

This evaluation form is intended to comply with the philosophy, purposes, goals, objectives and procedures for the evaluation of certified staff members in the East Liverpool City School District. Each item should be completed and an explanation of suggestions for improvement should be included in any section with an unsatisfactory evaluation.

Code: 0=Unacceptable 1=Below Expectations
2=Meets Expectations 3=Exceeds Expectations NA=Not Applicable

PROFESSIONAL AND PERSONAL RELATIONSHIPS:

_____ 1. Cooperates with the athletic director in regard to submitting participant lists, parent permission and physical slips, year-end reports, budget, and program information relative to the sport.
_____ 2. Is appropriately dressed at the practices and games.
_____ 3. Participates in a reasonable number of professional and inservice meetings.
_____ 4. Develops sound public relations: cooperative with newspaper, radio, TV.
_____ 5. Understands and follows rules and regulations set forth by all governing agencies: OHSAA, Board of Education, and the League/Conference.
_____ 6. Participates in banquets, Award Nights, pep assemblies.
_____ 7. Communicates with colleges to aid and assist players in gaining college admission, scholarships and financial aid, and other ancillary responsibilities of coaching.
_____ 8. Maintains proper sideline conduct at games toward players, officials, other workers, and spectators
_____ 9. Develops good rapport with other teachers, coaches, and administrators.
_____ 10. Works cooperatively with assistant and elementary and middle school coaches in developing a multifaceted program.
_____ 11. Promotes all Sports in our program as well as his/her won in attempting to foster school spirit.
_____ 12. Uses tact and diplomacy in dealing with parents and spectators.
_____ 13. Develops and maintains a cooperative relationship with the Booster Club.
_____ 14. Appropriately subordinates coaching duties to teaching responsibilities.

COACHING PERFORMANCE

_____ 1. Develops respect by example in appearance, manners, behavior, language, and interest.

_____ 2. Provides proper supervision and administration of locker and training room.
_____ 3. Is well versed and knowledgeable in matters pertaining to the sport.
_____ 4. Has individual and team discipline and control.
_____ 5. Develops a well-organized practice schedule which utilizes his/her staff to its maximum.
_____ 6. Provides for individual as well as group instruction.
_____ 7. Assists members of his/her coaching staff to develop better coaching techniques and/or skills.
_____ 8. Develops integrity within the coaching staffs and among fellow coaches.
_____ 9. Is fair, understanding, tolerant, sympathetic, and patient with team members.
_____ 10. Is innovative using new coaching techniques and ideas in addition to sound, already proven methods of coaching.
_____ 11. Is prompt in meeting team for practices and games.
_____ 12. Shows an interest in athletes in off-season activities and classroom efforts.
_____ 13. Provides leadership and attitudes that produce positive efforts by participants.
_____ 14. Knows the medical aspects of his position including first aid, injury policies, working with team doctor, and/or family physician.
_____ 15. Delegates authority with responsibility while remaining accountable for such delegations.
_____ 16. Provides an atmosphere of cooperation in being receptive to suggestions and giving credit to those responsible for success.
_____ 17. Uses all possible ethical means of motivation and emphasizes values of competitive athletics, acceptable personal behavior and decision making.

RELATED COACHING RESPONSIBILITIES:

_____ 1. Is concerned about the care of equipment, including issue, inventory and storage.
_____ 2. Is cooperative in preparation of non-league scheduling.
_____ 3. Is cooperative in sharing facilities.
_____ 4. Shows self-control and poise in all areas related to coaching responsibilities.
_____ 5. Displays enthusiasm and vitality.
_____ 6. Keeps athletic director informed about unusual events.
_____ 7. Is cooperative in helping service clubs, recreation department, and other organizations in their projects which in turn relate to your athletic program.
_____ 8. Encourages all potential athletes to participate in his/her sport provided they aren't in another sport at the same time during that particular season.
_____ 9. Uses all available practice days for both individual and team development.

STRENGTHS:_____
_____
_____

NEEDED IMPROVEMENT:_____

_____

_____

_____

GENERAL EVALUATION OF THE COACH'S PERFORMANCE IN THIS ASSIGNMENT:

_____ Unsatisfactory _____ Needs Improvement

_____ Meets Expectations _____ Exceeds Expectations

EVALUATOR COMMENTS:

_____

_____

_____

_____

RECOMMENDATIONS:

_____

_____

_____

_____

COACH COMMENTS/REBUTTAL:

_____

_____

_____

_____

Signature indicates knowledge of appraisal and not necessarily concurrence.

_____ _____

Principal's Signature Date

_____ _____

Athletic Director's Signature Date

_____ _____

Signature of Coach Date

Original: Superintendent
Copy: Principal
Copy: Athletic Director
Copy: Head Coach
Copy: Assistant Coach

APPENDIX U

GRIEVANCE FORM

Name:_____ Building:_____

LEVEL TWO

Date of Alleged Grievance:_____

Date when Level One Completed:_____

Concise Statement of Alleged Grievance:_____

_____

_____

Specific Provision of Contract:_____

Remedy Requested:_____

_____

Hearing Requested: Yes _____ No _____

Date of Hearing (if held):_____

Disposition by Administrator:_____

_____

_____

_____ _____

Date Signature of Administrator

Is Grievant Appealing to Level Three: Yes _____ No _____

_____ _____

Date Signature of Grievant

Copies: Grievant, Superintendent, Treasurer, ELEA President

LEVEL THREE

Date Request Was Received by Superintendent:_____

Is Hearing Requested: Yes _____ No _____

Date of Hearing (if held):_____

Action of Superintendent:_____

_____

_____

_____ _____

Date Signature of Superintendent

Is Grievant Appealing to Level Four: Yes _____ No _____

_____ _____

Date Signature of Grievant

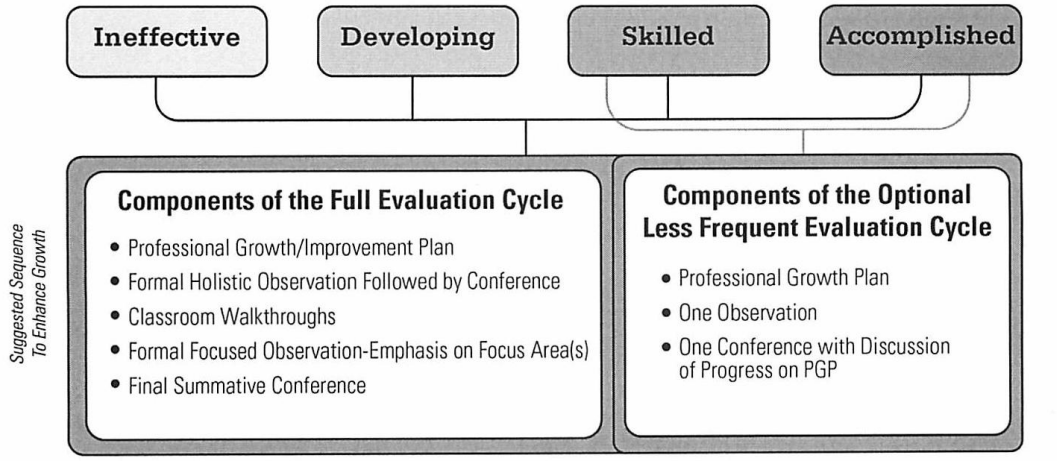
Copies: Grievant, Superintendent, Treasurer, ELEA President

Appendix V

Ohio Teacher Evaluation System (OTES 2.0) Framework*

The State Board of Education values the importance of promoting educator professional growth that leads to improved instructional performance and student learning. OTES 2.0 is a professional growth model and is intended to be used to continually assist educators in enhancing teacher performance. An effective professional growth model considers a teacher's instructional strengths, while supporting identified areas for improvement according to the profile of each educator. This process is to be collaborative, ongoing and supportive of the professional growth of the teacher.

Each teacher will be evaluated according to Ohio Revised Code and the ***Ohio Teacher Evaluation Framework,*** which is aligned with the ***Ohio Standards for the Teaching Profession*** adopted under state law. Using multiple factors set forth in the Framework, the teacher's Final Holistic Rating will be based upon a combination of informal and formal observations and supporting evidence using the ***Teacher Performance Evaluation Rubric***.



Essential Components

Essential components of the full evaluation consist of a Professional Growth Plan or Improvement Plan, two required conferences, two formal observations of at least 30 minutes each and at least two classroom walkthroughs. See details below:

- One Formal Holistic Observation, followed by a conference;
- Walkthroughs – *with an emphasis on identified focus area(s) when applicable*;
- One Formal Focused Observation – *with an emphasis on identified focus area(s);* and
- One Summative Conference.

Professional Growth and Improvement Plans

Either a Professional Growth Plan or an Improvement Plan will be developed annually. Each plan will be:

- Based upon the results of the evaluation; and
- Aligned to any existing school district or building improvement plan.

The local board of education may elect to evaluate less frequently each teacher rated **Accomplished** on the teacher's most recent evaluation once every three years, provided the teacher submits a self-directed Professional Growth Plan** to the evaluator, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Accomplished** may choose their credentialed evaluator for the evaluation cycle.

The local board of education may evaluate less frequently each teacher rated **Skilled** on the teacher's most recent evaluation once every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan** for the teacher, and the evaluator determines the teacher is making progress on that plan. The Professional Growth Plan shall focus on the most recent evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with ratings of **Skilled** may have input on the selection of their credentialed evaluator for the evaluation cycle.

A teacher with a Final Holistic Rating of **Developing** will develop a Professional Growth Plan** that is guided by the assigned credentialed evaluator.

A teacher with a Final Holistic Rating of **Ineffective** will be placed on an Improvement Plan developed by the assigned credentialed evaluator.

High-Quality Student Data to Inform Instruction and Enhance Practice

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

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

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

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

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

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

Additional Requirements

Teachers must be provided with a written report of the results of their evaluation.

Additionally, at the local level, the board of education will include in its evaluation policy procedures for using the evaluation results for retention and promotion decisions and removal of poorly performing teachers. Seniority will not be the basis for teacher retention decisions, except when deciding between teachers who have comparable evaluations.

The local board of education will provide for the allocation of financial resources to support professional development for all teachers. The local board of education will also ensure that poorly performing teachers are provided with professional development to accelerate and continue teacher growth.

LEGAL REFS. ORC 3319.111; 3319.112

* The ***Ohio Teacher Evaluation System 2.0 Framework*** represents the required basic structure of the teacher evaluation system. For additional guidance, please see the ***Ohio Teacher Evaluation System 2.0 Model***, which provides definitions of terms, detailed suggested implementation, and best practices for evaluating teachers in Ohio.
**Districts have discretion to place any teacher on an Improvement Plan at any time based on deficiencies in any individual component of the evaluation system. However, *the notice requirements for being placed on an Improvement Plan, the components of the plan* and *the implementation process for the plan* may be subject to the terms of a collective bargaining agreement.

Ohio Teacher Evaluation System | Assessment of Teacher Performance

Teacher Performance Evaluation Rubric

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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
FOCUS FOR LEARNING **(Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction)** *Possible Sources of Evidence:* *pre-conference,* *artifacts,* *portfolios,* *analysis of student data,*	**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	The teacher plans	The teacher plans lessons	The teacher plans lessons	The teacher plans lessons that

lesson plans, student surveys, common assessments	**to prior and future learning** Element 1.2 Element 2.1 Element 2.2 Element 2.4 Element 2.5	lessons that demonstrate no connections to student prior learning or future learning.	that attempt to make connections with student prior learning or future learning. These connections are not clear.	that intentionally make clear and coherent connections with student prior learning and future learning and includes strategies that communicate the connections to students.	intentionally make clear and coherent connections with student prior and future learning and includes strategies that communicate the connections to students - among lesson content, other disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.

	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
KNOWLEDGE OF STUDENTS **(Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)** *Possible Sources of Evidence:* *analysis of student data,* *pre-conference,* *artifacts, student surveys*	**Planning instruction for the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4 Element 6.4	The teacher's instructional plan makes no connections to and the teacher is not familiar with student experiences, culture, developmental characteristics or backgrounds.	The teacher's instructional plan makes minimal connections to student experiences, culture, developmental characteristics or student backgrounds.	The teacher's instructional plan reflects connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, talents, backgrounds, skills, language proficiency and interests.	The teacher's instructional plan reflects consistent connections to student experiences, culture and developmental characteristics. These may include prior learning, abilities, strengths, needs, individual talents, backgrounds, skills, language proficiency and interests. The instructional plan draws upon input from school professionals and outside resources.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT

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

		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	timely feedback to support their learning.	student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6	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

LESSON DELIVERY *(continued)*	Element 5.3 Element 5.4	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,* *formal observation,* *classroom walk-throughs/informal observations,* *peer review, student surveys*	**Classroom routines and procedures** Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Classroom climate and cultural competency Element 1.4 Element 5.1 Element 5.2	There is no evidence of rapport or expectations for respectful, supportive and caring interactions with and among students and the teacher. There is no demonstration of regard for student perspectives, experiences and culture. The teacher does not address needs related to student sense of well-	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.	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	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,

		being.	The teacher is aware of needs related to student sense of well-being but does not address them effectively.	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.	respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
ASSESSMENT OF STUDENT LEARNING **(Standard 1: Students,** **Standard 3: Assessment)** *Possible Sources of Evidence:* *pre-conference,* *formal observation,* *classroom walk-*	**Use of assessments** Element 3.1 Element 3.2 Element 3.3 Element 3.4	The teacher does not use varied assessments. The teacher fails to analyze data and makes little or no attempt to	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure targeted student learning, anticipate learning	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs.

throughs/informal observations, *assessments, student portfolios, post-conference*		modify instruction to meet student needs. The teacher does not share evidence of student learning with students.	instruction, though the modifications do not meet student needs. The teacher shares evidence of student learning with students.	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.	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 and Communication,** **Standard 7: Professional Responsibility and Growth)** *Possible Sources of Evidence:* *Professional Growth Plan or Improvement Plan,* *pre-conference,* *post-conference,* *artifacts, self-assessment,* *peer review*	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	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	The teacher demonstrates a lack of understanding and regard for district policies, state and	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct

	Element 7.1	federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	Professional Conduct for Ohio Educators.	Professional Conduct for Ohio Educators.	for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix X

Professional Growth Plan

A Professional Growth Plan (PGP) should articulate a clear set of action(s) for a teacher's individualized professional growth. The annual plan should be aligned to both the Ohio Standards for the Teaching Profession (ORC) 3319.61 and Ohio's Professional Development Standards (ORC) 3319.075. The PGP should reflect the expectations set in OAC 3301-24-06 (A) ...*professional development should lead to new or enhanced knowledge in the classroom and be related to student achievement.* To inform their PGP, a teacher may elect to use such tools as Master Teacher Process/Status, National Board Process/Certification, Advanced Licensure, Consistently High Performing Status, leadership roles, active involvement in state and national education organizations and the optional self-reflection form. The teacher assumes professional responsibility for the plan's implementation in conjunction with the identified support from their employing district (see ORC 3319.112 (A)(9)(10)). Accordingly, the plan is informed by the most recent evaluation cycle and aligns with any district and/or building required plan under ESEA/ESSA.

Teacher Name: **Evaluator Name:** **SY:** **Self-Directed Accomplished** **Jointly Developed Skilled** **Evaluator Guided Developing**

Organizational Area, Domain, Standard and/or Element:
The teacher may identify one or two areas (s), domain(s), standard(s) an/or elements or a combination thereof as focus areas, when applicable.

__ **Instructional Planning**	__ **Instruction and Assessment**	__ **Professional Responsibilities**
__ Focus for Learning __ *Standard 1* – Element(s) 1 2 3 4 5 __ *Standard 2* – Element(s) 1 2 3 4 5 __ *Standard 3* – Element(s) 1 2 3 4 5 __ *Standard 4* – Element(s) 1 2 3 4 5 6 7 __ Knowledge of Students __ *Standard 1* – Element(s) 1 2 3 4 5 __ *Standard 4* – Element(s) 1 2 3 4 5 6 7 __ *Standard 6* – Element(s) 1 2 3 4	__ Lesson Delivery __ *Standard 2* – Element(s) 1 2 3 4 5 __ *Standard 3* – Element(s) 1 2 3 4 5 __ *Standard 4* – Element(s) 1 2 3 4 5 6 7 __ *Standard 5* – Element(s) 1 2 3 4 5 __ *Standard 6* – Element(s) 1 2 3 4 __ Classroom Environment __ *Standard 1* – Element(s) 1 2 3 4 5 __ *Standard 5* – Element(s) 1 2 3 4 5	__ *Standard 6* – Element(s) 1 2 3 4 __ *Standard 7* – Element(s) 1 2 3

Statement(s) Demonstrating Growth in Performance ***Ohio Standards for the Teaching Profession***	Action Steps, Resources and Timeline to Achieve Progress and/or Growth	Qualitative or Quantitative Evidence to Indicate Satisfactory Progress	Dates Discussed:
Describe the alignment of the PGP to any district and/or building ESEA/ESSA plan(s) using the Standards for the Teaching Profession:			

This Professional Growth Plan was created and finalized on _____ effective for the _____ SY.

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.

This document is an adaptation of the Ohio Department of Education (ODE) guidance regarding PGPs within OTES 2.0. The adaptation of ODE's guidance document was designed to reinforce legislative requirements, the Educator Standards Board's vision of a Professional Growth Model for Teacher Evaluation and collective bargaining rights. As presented, the document aligns to ORC 3319.112, ORC 3319.111, and State Board of Education OTES 2.0 Framework. If changes are made, it is the responsibility of the parties to confirm the changes continue to conform with law, framework, and collective bargaining rights. Local associations should insert their own local association information in place of OEA logo and acronyms.

Appendix Y

Improvement Plan

Teacher Name: Evaluator: Building:

Grade Level(s) Subject(s): School Year:

A written Improvement Plan shall be developed when a teacher has a Final Holistic OTES 2.0 rating of **Ineffective**. However, districts have the 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. Per ORC 3319.112 (A)(9)(10) districts will provide Professional Development support to the teacher. The purpose of the Improvement Plan is to identify standards-based areas in performance and provide support through professional development and feedback. If the teacher does not demonstrate growth or required levels of performance within the designated timeline of the Improvement Plan, the evaluator may recommend the teacher be dismissed or continue working under an improvement plan in agreement with the collectively bargained contract.

Section 1: Improvement Statement – Identify the specific standard(s) and aligned element(s) from the ***Ohio Standards for the Teaching Profession*** for improvement. Attach evidence-based support for such improvement from the most recent evaluation cycle.

Profession for improvement. Attach evidence-based support for such improvement from the most recent evaluation cycle.

Standard(s) and aligned element(s) to be Addressed in this Plan:	Date(s) Evidence Collected:	Statement Summarizing Documented Evidence of the Improvement Area:

Section 2: Required Level of Performance – Indicate the required level of performance for each standards-based area.

One or Two Statement(s) Indicating Expected Performance on ***Ohio Standards for the Teaching Profession***	Level of Performance: Describe Specific Successful Improvement Target(s)

Section 3: Specific Plan of Action – Articulate specific actions the teacher and district must complete.

Teacher Actions to be Completed	District Supports to be Provided

Section 4: Evaluating the Plan: Identify the tools and methods used to collect new evidence to determine if improvement and/or required levels of performance have been met.

Tool(s)	Method(s):	Qualitative or Quantitative Evidence Indicating Improvement and/or Performance Level(s) have been met:

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

Teacher Comments: **Evaluator Comments:**

Plan Received –	Teacher's Signature	Date	Evaluator's Signature	Date
Plan Progress Checks (Optional)	Teacher's Signature	Date	Evaluator's Signature	Date
Plan Progress Checks (Optional)	Teacher's Signature	Date	Evaluator's Signature	Date
Plan Evaluated –	Teacher's Signature	Date	Teacher's Signature	Date

Section 6: Determination of plan's status and outcome.

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

☐ Improvement is demonstrated and identified levels of performance have been met.

☐ Improvement is demonstrated but identified levels of performance have not been met. The improvement plan is extended until _____ in alignment with the negotiated contract.

☐ Dismissal is recommended.

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

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.

Edited 4/2021