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NEGOTIATED AGREEMENT

between

the

ANTWERP LOCAL BOARD OF EDUCATION

and

ANTWERP EDUCATION ASSOCIATION

August 1, 2025 - July 31, 2028

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ARTICLE I

ASSOCIATION RECOGNITION

A. ASSOCIATION RECOGNITION

The Antwerp Local Board of Education (hereinafter referred to as the Board), recognizes the Antwerp Education Association OEA/NEA (hereinafter referred to as the Association) as the sole and exclusive representative for the purposes and exercise of such rights as set forth in this Agreement and/or as defined and set forth in ORC 4117 for all professional staff members in the employee bargaining unit as set forth in section "B" herein.

B. BARGAINING UNIT

The bargaining unit will be defined as all certificated personnel employed by the Board whether on leave, on per diem basis, or otherwise employed, or any other persons performing or to perform any work normally performed by bargaining unit members or any similar work including by way of illustration only but not limitation, classroom teachers, guidance counselors, librarians/media, school nurse when B.A. equivalence is held, regularly employed tutors, and substitutes after sixty (60) consecutive days of employment in one assignment for the consecutive period of such employment following the sixtieth (60) day of employment. The Superintendent of schools, assistant Superintendent, if any, principals, assistant principals or other administrative personnel, if any, and casual employees shall not be considered to be a part of the bargaining unit.

No teacher, as defined in section 3319.09 of the Revised Code shall be designated as a supervisor, a management level employee, or administrator excluded from the bargaining unit unless he/she is employed under a contract governed by sections 3319.01, 3319.011, or 3319.02 of the Revised Code, and is assigned to a position for which a certificate is required by divisions (E), (F), (G), (H), (J), (L), and (M) of section 3319.22 of the Revised Code, or is a supervisor certified under division (I) of section 3319.22 of the Revised Code.

Association representation will include any newly created position unless such employment position is among those excluded and noted above.

Wherever the term(s) "professional staff member", "staff member", "staff", "faculty member", "employee", or "teacher" appear in this agreement, they shall be taken to mean a member(s) of the bargaining unit covered by this agreement.

The Association President or his/her designee will submit a list of the names and addresses of the elected officers of the Association to the clerk treasurer.

ARTICLE II

ASSOCIATION RIGHTS

A. The copy of the Board of Education Policies and By-Laws will be on the school website.

B. The Board shall provide the one (1) copy of the Board Agenda to the Association President prior to each regular or special Board meeting, and one (1) copy of the minutes of said meetings. Any financial reports, curriculum reports, and/or related materials shall be provided upon request for the Association at no cost, and as quickly as possible.

C. The Association may place an item on the printed agenda for a regular Board meeting. The Association President will submit agenda items to the Superintendent at least seven (7) days before the meeting.

D. If the Association wishes to address the Board on an agenda item, it may do so at the specified time in the Board meeting.

E. In an attempt to promote good internal communications, the Executive Committee of the Association will meet with the Superintendent or his designee on the Wednesday (or a mutually agreed upon day) before the regularly scheduled Board meeting.

F. The Association shall be permitted the use of the school's facilities for meetings with no rental fee provided they check with the building administrator to make sure that no other organization is scheduled at that time.

G. The Association shall have the opportunity to use school equipment at reasonable times by scheduling with the building principal when such equipment is not otherwise in use. The Association shall pay for the reasonable cost of all materials and supplies incident to such use.

H. The Board agrees to permit the Association exclusive teacher organization right to use the bulletin board space in the teachers' lounges for the purpose of posting official notices.

I. The Board agrees to permit the Association exclusive teacher organization right to use of teacher mailboxes.

J. The Association may make organizational announcements in faculty meetings and have announcements presented over the public address system provided said announcements are limited to time, place, and date of meetings unless the announcement is approved by the building principal prior to its use.

K. The names, addresses, and phone numbers of all currently employed, and all newly employed certified staff members shall be supplied to the Association President upon request as such information becomes available.

L. The Association President and/or duly authorized representative of the President shall have the opportunity to visit all school areas for Association business before or after school, or during their duty-free lunch, or conference period provided that this shall not interfere with or interrupt normal school operations.

M. The Association shall be given time to address the new teachers at the conclusion of the teacher orientation meeting.

N. PROFESSIONAL DUES DEDUCTION

The following payroll deductions will be provided at no cost to the staff member: United Teaching Profession dues - Staff may, at any time until October 1, sign and deliver to the Board an authorization form requesting payroll deductions of membership dues and assessments of the recognized Association and its affiliates.

Such deduction shall be made in equal amounts, beginning for all individuals so authorizing and for all remaining paychecks for the school year. All money so deducted shall be remitted to the Treasurer of the Association monthly, accompanied by a list of teachers from whom the deductions are made and the amount for each said staff member.

Unless otherwise specified herein, the Board agrees to automatic payroll deduction of an amount equal to the total dues and assessments of the Association from the pay of all bargaining unit members.

In the case of bargaining unit employees either newly hired after the beginning of the school year, or newly entering the bargaining unit, the payroll deduction shall commence on the first pay date following notification.

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

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

In the event an employee severs employment or cancels their membership outside of the cancellation period defined above, the District Treasurer shall deduct all owed and remaining dues from the employees next check immediately following such notification.

Association dues shall be transmitted by the Association on or about January 1 of each year to the Board Treasurer for the purpose of determining amounts to be payroll-deducted. The Board will promptly transmit all amounts so deducted to the Association.

The Board will accompany each such transmittal with a list of the names of bargaining unit members for whom all such deductions were made, the period covered, and the amounts deducted for each.

ARTICLE III

MANAGEMENT RIGHTS

Except as specifically abridged, delegated, granted, or as may be limited by law, or modified by specific and expressed terms of this Agreement, the Board hereby retains and reserves to itself and the Administration all powers, rights, authority, duties, and responsibilities conferred upon and vested in them by the laws and constitution of the State of Ohio; including by way of illustration, management's right to: determine matters of inherent managerial policy. (Which include, but are not limited) to areas of discretion or policy such as the functions and programs of the Board, standards of service, its overall budget, utilization of technology, and organizational structure; assign, direct, schedule, supervise, and evaluate teachers; maintain and improve the efficiency and effectiveness of school operations; determine the adequacy of the work force; determine the overall mission of the school district as an educational institution; effectively manage the work force; take actions to carry out the mission of the school district; direct, assign and schedule pupils.

ARTICLE IV

NEGOTIATIONS PROCEDURES

A. "GOOD FAITH" NEGOTIATIONS

Representatives of the Board and the Association shall negotiate in good faith on salaries, fringe benefits, hours, and other terms and conditions of employment and the continuation, modification, or deletion of any provision of this Agreement. "Good Faith" includes, but is not limited to, the taking of reasonable positions or bargainable issues, an indicated willingness to reach agreement thereon, a search for counter-proposals to proposals not accepted, and refraining from unexplained changes in position or the raising of new issues calculated to avoid the reaching of an agreement. "Good Faith", however, does not require either party to agree to a proposal or make a concession.

B. STATEMENT OF PRINCIPLE

Representatives of the Board and the Association shall participate in negotiations freely without fear of penalty, sanction, reprisal, or recrimination; provided, however, that no provisions of this agreement shall be construed as authorizing, condoning, or protecting any illegal conduct.

C. PROCEDURES FOR CONDUCTING NEGOTIATIONS

1. Requests for Negotiations

Unless extended or otherwise modified by mutual agreement of the parties, if either of the parties desires to open bargaining for a successor agreement, it shall notify the other party not earlier than March 1, nor later than June 1, of the year in which this agreement expires. However, the untimely notification of the desire to bargain shall not preclude either party from opening negotiations. Such written notification from the Association will be addressed to the Superintendent. Written notification from the Board of its desire to open negotiations shall be addressed to the Association President.

Within five (5) days of the receipt of the notice to negotiate, representatives from each of the parties will meet to establish a mutually satisfactory date, time, and place for the first negotiations session. Except where there is mutual agreement otherwise, such first meeting will be held within fifteen (15) days of the receipt of the notice to negotiate.

2. Representatives

Negotiating Teams - The Board, or designated representative(s) of the Board, will meet with representatives designated by the Association to negotiate in good faith. Each team shall consist of no more than three representatives plus not more than two (2) professional or lay consultants to assist in all negotiations. The expense of such consultants shall be borne by the party requesting them.

Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party.

While no final agreement shall be executed without ratification by both parties, the parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals, and make concessions in the course of negotiations.

All negotiations shall be conducted in executive session exclusively between said teams.

3. Submission of Issues

All issues proposed by Association or the Board for discussion shall be submitted in writing at the first meeting. No additional issues shall be submitted by either party following the first meeting, unless mutually agreed by the parties.

4. Item Agreement

As items receive tentative agreement, they shall be reduced to writing and initialed by each party.

5. Schedule of Meetings and Agenda

Unless the parties have reached impasses, before any negotiation meeting is completed, the parties shall establish a mutually agreeable date, time and place for the next meeting.

6. Caucus

Upon request of either party, the negotiating meeting shall be recessed to permit the requesting party a period of time, not to exceed thirty (30) minutes, to caucus, unless extended time is mutually agreed upon.

7. Information

The Board and Superintendent agree to furnish the Association's negotiating committee, upon request, and in reasonable time, both prior to and during negotiations, all regularly maintained and public information as will assist the Association in developing intelligent, accurate, and constructive programs on behalf of the bargaining unit.

Upon request and within a reasonable period of time, the Association will furnish the Board's negotiating team all available information necessary to support the Association's proposals.

Personal notes and/or rationale developed to support proposals shall not be construed as information available for exchange except as may be divulged as a part of a proposal or as otherwise may be released by the respective parties.

D. LENGTH OF NEGOTIATIONS

Negotiations shall be for a term of sixty (60) days or less, unless mutually agreed to extend the time limits.

E. AGREEMENT

If agreement is reached on matters being negotiated, the tentative agreements shall be reduced to writing and submitted to the Association and the Board for their consideration. Following ratification by the Board and the Association, four (4) copies of the agreement shall be executed by the parties. Each party shall retain a true copy of the agreement. One copy shall be submitted to the State Employment Relations Board (hereinafter referred to as SERB) pursuant to its rules and one copy shall be retained by the agent of record.

F. IMPASSE PROCEDURE

IMPASSE

1. Mutually Agreed Alternate Dispute Resolution Procedure:

The impasse resolution procedures herein shall supersede the dispute settlement procedures set forth under ORC 4117.14. (C) (2) through (D) (1) as provided for under ORC 4117 (C) (1) (f). ORC 4117.14 (D) (2) and provisions thereafter shall apply.

2. Responsibilities:

The parties pledge themselves to negotiate in good faith, and in the event of failure to reach agreement, to utilize in good faith such mediatory facilities as are or may be provided.

3. Mediation:

If agreement is not reached on matters being negotiated at the end of the negotiating period or not later than forty-five (45) calendar days prior to the expiration date of this Agreement, either party may declare an impasse and request that an impartial mediator be appointed by FMCS. If this mediator is not able to assist the parties in bringing the issues to resolution a mediator will then be selected from one or more of those provided by the American Arbitration Association. The mediator will be selected by the American Arbitration Association pursuant to its rules for voluntary mediation.

Both parties hereby agree that the mediators shall have this right to hold meetings with the negotiation's parties and to give, upon request, such information as the mediator deems necessary in an effort to reach resolution.

Except by mutual written consent, the selection and mediation process shall not extend for more than thirty (30) calendar days from the date of the declaration of impasse. The parties shall be permitted to postpone or extend the mediation process by written agreement of the parties prior to such expiration. All such extensions shall be for a specified period of time. Any cost of securing and utilizing the services of a mediator shall be shared equally by the Board and the Association.

G. FINAL FORM

As soon as practicable, but not later than forty-five (45) calendar days after ratification, the agreement shall be made available on the shared drive provided to the Board to all certified personnel, administration and the Board.

ARTICLE V

GRIEVANCE PROCEDURE

The Antwerp Board of Education recognizes that in the interest of effective personnel management, a procedure is necessary whereby its teachers can be assured of a prompt, impartial and fair hearing on their grievances. Such procedures shall be available to all teachers and no reprisals of any kind shall be taken against any teacher initiating or participating in the grievance procedure.

A. PURPOSE AND OBJECTIVES

The primary purpose of this procedure shall be to obtain at the lowest administrative level and in the shortest period of time, equitable solutions to grievances, which may arise from time to time. Both the Board and the Association agree that grievance proceedings shall be handled in a confidential manner.

B. GRIEVANCE DEFINED

A "Grievance" is defined as a claim by a teacher, group of teachers, or Association (hereinafter called the grievant) that there has been a violation, misinterpretation or misapplication of (1) any provision of this Agreement, (2) past practice, (3) fair treatment, (4) administrative rules or regulations and/or (5) Board policies and procedures, and/or (6) any health or safety working condition(s).

C. GENERAL PROVISIONS

1. An individual teacher may initiate a grievance or may elect to have the Association initiate a grievance on their behalf.

2. A group grievance may be initiated by the Association on an alleged violation that affects two (2) or more teachers. The Association may bring a grievance on behalf of an individual bargaining unit member, or group of members for any alleged complaint pertaining to rights, power or authority granted by the Master Agreement to the Association.

3. Grievance shall be reduced to writing and include: (a) the alleged violation; (b) relief sought; and (c) date of initiating procedure.

4. The Association shall be available to assist any teacher in preparing the proper and complete information necessary to expedite the procedure.

5. Representation of choice may be used by all or any party involved in the grievance procedure at all levels except that the aggrieved may not be represented by an officer, employee, or representative of any teachers' organization other than the recognized Association. When the grievant is not represented by the Association, the Association shall have the right at its request to have its representative present, to state the views of the Association and offer testimony at all stages of the grievance procedure if the grievance involves an alleged violation, or misinterpretation of the Agreement. In no case shall the Administration by-pass the Association representative, once selected by the grievant, and communicate directly with the grievant.

In such cases, the President of the Association or his designee and the grievant shall receive prior notice of each meeting held to resolve a grievance formally filed.

6. Time limits given shall be considered as maximum, unless otherwise extended by mutual written agreement by the parties involved.

7. Failure of the aggrieved to proceed within the specified time limits to the next level of the procedure shall mean the grievance has been resolved by the recommendations stated in the previous level.

8. A grievance may be initiated at Level II when it has been determined by the building principal that the subject is not within the realm of his/her responsibility or control. Class grievances involving more than one supervisor and/or grievances involving the administrator, above the building level, may be filed by the Association at Step II. In matters dealing with alleged violations of Association rights, the grievance shall be initiated at Step II.

9. The resolution to a grievance at any level shall apply to the stated grievance and shall in no way infringe on the statutory obligations or other policies of the Board.

10. Nothing contained in this procedure shall be construed as limiting the individual rights of a teacher, having a complaint or problem, to discuss the matter informally with members of the administration through normal channels of communication.

11. The Board, the Administration and the Association will cooperate with the investigation of any grievance and further, the parties will furnish each other such information as is requested for the processing of any grievance. Should the investigation and/or processing of any grievance require that a teacher and/or an Association representative be released from his regular assignment, he shall be released without loss of pay or benefits.

12. Hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present to attend. Formal hearings held under this procedure shall be structured so that due process under the circumstances is accorded to both sides. Each hearing shall have provision for: initial presentation of grievant's case, presentation of administration's case, cross-examination and/or questioning, and final summaries, with either party having the right at its option to waive any or all of the foregoing.

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

14. No record, document, or communication concerning a grievance shall be placed in the personal file of any participant involved in the procedure herein described.

15. "Days" as used in this procedure shall be any day Monday through Friday exclusive of negotiated or school observed or federally recognized holidays or any day on which school is closed due to calamity or otherwise.

D. GRIEVANCE PROCEDURE

Informal Level

An alleged violation shall be first discussed informally with the appropriate administrator prior to initiation of a formal grievance procedure.

Formal Level

Level I - Administration

A copy of the written grievance shall be submitted to the aggrieved's immediate administrator within thirty (30) days from the time the grievant could have reasonably been expected to know or be aware of the alleged violation.

A meeting shall be mutually agreed upon between the aggrieved and the administrator within seven (7) days of the filing of the grievance. Either the aggrieved or the administrator may have present such people who may provide information related to the grievance. Discussion at this meeting shall be confined to the issues as stated in the grievance and the relief sought.

Within five (5) days of the meeting, the administrator shall provide the aggrieved with a written response stating his position and suggestion for resolution of the grievance.

Level II - Superintendent

If the aggrieved is not satisfied with the suggestion for resolution received in Level I, he may within five (5) days of receipt of such written response, submit his written grievance to the Superintendent and request a meeting to discuss the grievance.

The meeting shall be within seven (7) days of the request.

The meeting shall be conducted in a manner as stated in Level I.

Within five (5) days of the meeting, the Superintendent shall provide the aggrieved with a written response stating his position and suggestion for resolution of the grievance.

Level III - Board of Education

If the grievant is not satisfied with the disposition made by the Superintendent, the grievant and/or Association representative shall initiate Level III by completing a proper Grievance Report Form and submitting the same to the Board by filing a copy with the Treasurer of the Board within five (5) days of the receipt of the disposition from the Superintendent. Notification of such appeal shall also be given to the Superintendent at a special or at the next regularly scheduled Board meeting, but not later than thirty (30) days from the receipt of the appeal, the Board shall meet with the grievant and/or the Association representative and the Superintendent or his designee, to review such grievance or by mutual agreement, may submit it to Level IV. Thereafter, the Board shall make its disposition in writing within seven (7) days of the meeting period. A notification of such disposition shall be furnished to the grievant, the Association and the Superintendent.

Level IV - Arbitration

If the grievant and/or Association is not satisfied with the disposition of the Board of Education, the Association may within ten (10) days of the receipt of the disposition of the Board, submit the grievance to an impartial arbitrator by filing a request for arbitration with the Superintendent. The demand for arbitration with the request for an arbitrator shall be submitted to the American Arbitration Association in accordance with its rules, which rules for voluntary labor arbitration shall likewise govern the arbitration proceeding. A second and/or third list may be requested by either party. The jurisdiction and authority of the arbitrator and his opinion and award shall be limited to the interpretation of the written provisions of this Agreement. The arbitrator shall have no power to alter, add to, or subtract from or in any way modify the terms and conditions of this Agreement. A court of competent jurisdiction shall be the appropriate forum for the resolution of disputes over whether or not any written provisions of said Agreement and Board policy, rules, regulations, practices, and/or procedures affecting members of the bargaining unit are contrary to law.

In any arbitration proceeding where a question concerning the arbitrator's jurisdiction over the grievance is raised, the arbitrator shall make a separate decision on the question of his jurisdiction. In his decision the arbitrator shall first rule upon the jurisdiction issues and, if he/she has no jurisdiction, he/she shall make no decision or recommendation concerning the merits of the grievance. Nothing contained herein shall prohibit the arbitrator from taking all evidence of the jurisdictional issues and the merits of the grievance in a single hearing.

The arbitrator will render his/her decision in writing within thirty (30) days, or such additional time as the parties may in writing agree, after any grievance has been submitted to him/her. His/her decision, when so rendered as required by law, will be binding upon the parties and may be enforced in any court of competent jurisdiction.

The fees and expenses for the services of the arbitrator will be borne equally by the Board and the Association.

ARTICLE VI

EMPLOYMENT PRACTICES

A. EQUAL EMPLOYMENT OPPORTUNITIES

Employment practices in the Antwerp Local School District shall be in accordance with federal and state laws, specifically Title VI and VII (Civil Rights Acts of 1964), Equal Pay Act of 1963, Title IV (Education Amendments of 1972), and Section 504 of the Rehabilitation Act of 1973, and all such practices, consistent with the total educational program, shall reflect a dedication to providing equal employment opportunities without regard to race, color, creed, national origin, sex, or handicap as defined by these laws; all employment applications and notices shall carry the label, "An Equal Opportunity Employer."

B. SENIORITY DEFINED

Seniority shall mean the length of continuous employment in a bargaining unit position as follows:

Seniority shall begin to accrue from the first day worked in a bargaining unit position.

Seniority shall accrue for all time an employee is on active pay status or is receiving worker's compensation benefits.

Except for military leave which shall count toward seniority, time spent on inactive pay status (unpaid leave or layoff) shall not contribute to the accrual of seniority but shall not constitute a break in seniority.

Full-time employees shall accrue one (1) year of seniority for each year worked as determined by the minimal full-time standard for the position to which the staff member is assigned.

Part-time employees shall accrue seniority pro-rated against the minimal full-time standard as set forth above.

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

EQUAL SENIORITY

A tie in seniority shall occur when two (2) or more employees have the same amount of seniority credit as determined by the application of the seniority provisions above. Ties in seniority shall be broken by the following method to determine the most senior employee:

The employee who has the greatest number of accumulated days of full-time or part-time service as a regular employee or substitute service in the district not previously counted as continuous employment, and then;

The employee with the earliest date of hire as determined by the date of the Board meeting at which the staff member was hired, and then;

The date the staff member signed his/her initial contract in the district, and then if a tie still remains, by lottery, with the most senior being designated as the employee whose name is drawn first, etc. This procedure shall be implemented in the presence of a designated association representative.

SUPERSENIORITY

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

Once continuing contract status is acquired, the date of hire will determine seniority.

LOSS OF SENIORITY

Seniority shall be lost when an employee retires or resigns; is employed in a full-time non-bargaining unit position; is discharged for cause; or otherwise leaves the employment of the Employer.

POSTING OF SENIORITY LIST

A current list of the members of the bargaining unit by seniority within areas of certification shall be maintained in the Superintendent's office and available upon request.

C. ASSIGNMENT

Prior to the end of each school year, each principal will meet with each affected professional staff member of his/her staff to discuss proposed assignments for the next school year, if changes are being considered.

If a change in teaching and/or room assignment is made, written notice will be authorized by the Superintendent or his/her designee and will be given to the professional staff members prior to the close of the school year which shall include the following:

1. Subject(s) and/or Grade(s) to be taught and room assignment(s).

2. For secondary teachers tentative number of pupil contact periods and preparations per day, and tentative number of pupils in the school day.

3. For elementary teachers the tentative class size.

The Superintendent, in consultation with the professional staff member, shall make every attempt to mutually work out any changes in teaching assignment necessary following subject notification. If no agreement on the assignment change can be reached, the Superintendent may utilize Section E3 to effectuate a transfer or change in assignment.

D. VACANCIES

It shall be the obligation of the professional staff individual to make known to the principal and Superintendent in writing their desire for reassignment should vacancies occur. (See Article VI, Section C2)

General vacancies will be noted in the Board agenda and news releases when a position is known to be open. Vacancies will be posted via email to all staff members. In addition to the email, when school is not in session, an alert will be sent to staff members advising them of the opening. The posting shall include the position available and requirements for the job.

Letter/Email of interest from current, full-time employees shall be given first consideration. A new letter/email is necessary for each position posted.

Any professional staff member shall, upon request, be mailed a copy of the list of vacancies and/or newly created positions during the summer when school is not in session.

Such letter/email must be submitted to the central office by 4:00 p.m. within ten (10) days of the original posting date.

If the Superintendent has not received any letter/email from current staff members within the specified time or in the event none of the applicants are qualified, the Superintendent may then consider applications from outside the school system.

The Superintendent may make temporary assignment of personnel into positions in which a vacancy exists. Such appointments shall be in effect until selection procedures are completed, but not beyond the current school year and not to exceed sixty (60) days, whichever is shorter.

In selecting a candidate to fill a vacancy, the following criteria shall apply:

1. Instructional requirements;
2. Individual qualifications;
3. Staff availability and experience;
4. Special criteria established by the administration to achieve staff balance or better staff utilization;
5. Seniority.

In all cases, the person most qualified for the position will be offered the contract. This does not preclude the Board from hiring a more qualified individual from outside the system.

If two candidates are otherwise equally qualified, the vacancy shall be filled on the basis of seniority and experience within the school system.

When transfer or selection is not approved, the Superintendent shall inform the employee as soon as the choice is made. Upon request, the Superintendent will confer with the professional staff member indicating the reason(s) why transfer or selection was not approved. Such conference shall be given to professional staff members not later than five (5) days after the vacancy has been filled unless otherwise extended by the parties.

E. TRANSFER AND REASSIGNMENT

1. General -

In the determination of teacher or administrator initiated reassignment and/or transfer, the convenience and wishes of the individual teacher will be considered and honored to the extent that they do not conflict with the instructional requirement and best interests of the school system.

2. Voluntary - Reassignment

A teacher may at any time request a transfer by submitting such a request to the Superintendent through the Principal. All such requests shall expire July 10th of each year.

If the teacher has requested immediate transfer and no vacancy exists, and the transfer is not approved by the Superintendent, the Superintendent or his designee shall notify the staff member within five (5) working days of the reasons for denial of the requested transfer.

However, the request shall be retained by the Superintendent for consideration under Article VI (C) entitled Vacancies until an appropriate vacancy occurs or the request expires, whichever comes first.

3. Involuntary Transfer & Reassignment -

When an involuntary transfer is necessary, a teacher's area of certification, length of service in the school system, length of service in the building, and other relevant factors, including legal requirements, will be considered in determining which teacher is to be transferred.

Voluntary transfers will be requested prior to involuntary transfers.

Prior to any formal announcement, a conference shall be held between the affected professional staff member and the building principal explaining the reasons a transfer of the individual is being considered.

Professional staff members being transferred as a result of principal initiated requests or administrative initiated requests shall be informed before the end of the school year, and if a suitable opening(s) exist, the professional staff members shall be reassigned before the closing of school.

Professional staff members subject to involuntary transfer shall be offered a choice of available assignments for which they may qualify at the time any transfer is being considered.

Any professional staff member subject to an involuntary transfer who does not wish to be transferred, will have the option of being placed on the recall list, being transferred, or ~~a~~any professional staff member subject to an involuntary transfer after July 10 shall be permitted to resign without prejudice until August 1 or if notified of transfer after that date shall be permitted to resign without prejudice within two (2) weeks from the date of notification. Neither the Superintendent nor

the Board shall request a suspension or removal of the staff member's teaching certificate should that person choose to resign. The administration shall give a recommendation of said professional staff member which is unbiased by the resignation.

F. TEACHER CONTRACTS

All members of the bargaining unit shall be issued written contracts for teaching, extended service and/or supplemental duties to be performed. Such individual contracts of employment with bargaining unit members shall in all respects be consistent with the terms of this Agreement, which shall be deemed incorporated by reference in such individual contracts. Such contracts shall be of two types: limited contracts whose duration shall be for a period of one to three years or; continuing contracts. Supplemental contracts shall be considered limited contracts. All contracts shall include the following:

1. Title and/or nature of the position;
2. Compensation;
3. Basis for the placement on the salary schedule or the amount of compensation;
4. Type of contract (limited or continuing)
5. Duration of the contract.

Job descriptions will be provided at the time the contract is offered or upon request to any interested person.

G. SEQUENCE OF CONTRACTS

1. Upon initial employment of a teacher, the contract of employment shall be for a term of one (1) year; if re-employed at the conclusion of each contract, the subsequent contract shall be as follows:

    a. Second contract - 1 year
    b. Third contract - 2 years[1]
    c. Fourth contract - 3 years[1]
    d. Subsequent contract shall be for three years duration except as specified in 2.a. below.[1]

    All teachers presently on a multi-year contract shall be granted a subsequent contract of equal or greater duration unless given a one (1) year contract under subsection G2 or non-renewed.

    Professional staff members new to the system with previous teaching experience outside the district may be offered an initial contract of up to two (2) years duration at the discretion of the Superintendent. Subsequent contracts to such staff members shall follow the contract sequence noted above.

[1] If a teacher requests a contract of lesser duration, such request will be honored.

2. Upon the recommendation of the Superintendent, the Board may grant a one (1) year contract on the following conditions:

   a. The Superintendent shall notify the teacher, in writing, on or before the 30th of March of his/her intent to recommend such contract, with reasons directed at the professional improvement as stated in the evaluation of the teacher. Any teacher so notified shall be entitled to a conference with the Superintendent with representation of choice and afforded the opportunity to respond to the reasons listed in said notification. The conference shall be held within ten (10) school days of the request for same. The Board shall so notify such teacher on or before the 30th of April of its action upon the Superintendent's recommendation.

   b. Upon the completion of the contract, the teacher must be advanced to the next multi-year contract or notified of the Board's intent not to renew such contract pursuant to law. (See Article VI, Section L. Non-renewal)

3. Continuing contracts shall be issued as provided by the Ohio Revised Code 3319.11. A bargaining unit member must keep a copy of his/her current teaching certification(s) on file with the Superintendent. Where any staff member will be eligible for continuing contract status, such member will have on file, prior to the April Board meeting, appropriate certification or evidence that such certification will be fully effective prior to the next school year.

   Continuing contracts shall be granted by the Board in keeping with the Ohio Revised Code, except that it shall be the responsibility of the bargaining unit member to inform his/her building administrator in writing of his/her potential eligibility for a continuing contract prior to October 1. The Superintendent may recommend an extended limited contract of one (1) to two (2) years prior to the vote on a continuing contract. Such recommendations shall be based on the evaluation procedure and shall include reasons directed toward improvement, a plan for administrative assistance and criteria for success. The Board may approve an extended limited contract upon the recommendation of the Superintendent by a simple majority vote. All other restrictions of the extended limited contract as found in the Ohio Revised Code shall apply. Upon meeting the requirements of continuing contract status as defined in ORC 3319.11, a staff member will be recommended to the Board for continuing contract at the April Board meeting.

   A complete list of requirements for meeting continuing contract status can be found in the Ohio Revised Code 3319.11 and 3319.08. This listing shall supersede the following summary:

   1. A teacher who was initially issued a teacher’s certificate or educator license prior to January 1, 2011 becomes eligible upon meeting the following conditions:

      a. A teacher must hold a professional, permanent, life teacher’s certificate or a five (5)-year license.

      b. The teacher has completed the applicable one of the following:

i. If the teacher held his/her master's degree at the time of the issuance of the initial license, the teacher has started and completed 6 (six) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate or license; or

ii. If the teacher did not hold a master's degree at the time of the issuance of the initial license, the teacher has started and completed 30 (thirty) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of the certificate or license.

c. A teacher must have taught three (3) of the last five (5) years in the school district.

d. A teacher who has attained continuing contract status elsewhere must teach two (2) years in the district; however, upon the recommendation of the Superintendent, the Board may at the time of employment or at anytime within such two (2)-year period, declare any of the latter teachers eligible.

2. A teacher who was initially issued a teacher's certificate or educator license after January 1, 2011 becomes eligible upon meeting the following conditions:

a. The teacher holds a professional educator license, senior professional educator license, or lead professional educator license.

b. The teacher has held an educator license for at least seven (7) years.

c. The teacher has completed the applicable one of the following:

i. If the teacher did not hold a master's degree at the time of initially receiving an educator license, thirty (30) semester hours of coursework in the area of licensure or in an area related to the teaching field since the issuance of that license.

ii. If the teacher held a master's degree at the time of initially receiving an educator license, 6 (six) semester hours of graduate coursework in the area of licensure or in an area related to the teaching field since the initial issuance of that license.

H. ACADEMIC FREEDOM

It is recognized that the Board and the teaching staff seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning, and in which academic freedom for professional staff members and students is encouraged.

The teacher as a recognized professional shall have the right and responsibility to choose those instructional methods, issues and/or materials within the accepted curriculum guidelines he or she deems to be appropriate and effective with a given group of students. Choice of such methods, issues, or materials within the curriculum guidelines shall not be considered an appropriate area for criticism in evaluation unless the evaluator can provide a reasonable basis for such criticism.

Before introducing materials, methods, and/or issues of a known controversial nature, the teacher shall consult with the principal as to the advisability of such materials and/or issues and together they will develop plans to minimize any possible negative reactions to the introduction and use of said controversial materials, methods, and/or issues. If a teacher disagrees with the principal's decision, the grievance procedure shall be used to resolve the disagreement.

No teacher shall be criticized or otherwise threatened in the evaluation procedure on the basis of that teacher's verbal expression of dissent in regard to the evaluator's academic, administrative or professional decisions, provided the teacher's verbal dissent has been expressed in ethical and professional manner. Likewise, an evaluator shall have the right to express dissent regarding the teacher's professional and academic decisions provided the dissent is expressed in an ethical and professional manner.

I. EVALUATION PROCEDURE

1. Purpose

A competent staff is the essential element of a good, effective educational system. A personal evaluation should be a positive and objective process oriented toward professional growth. It is imperative to remember that the purpose of an evaluation is not to prove incompetence, but to improve and enlarge the scope of professional skills of the individual staff member and to improve the working relationships between the instructional an administrative staff, thus providing an ever growing, ever improving educational system from which students will benefit.

The evaluation procedure will use fair, objective, and reasonable practices to:

a. Advance the professional learning and practice of teachers in the school district.
b. Inform instruction.
c. Assist teachers and administrators in identifying, implementing, and supporting best educational practices that will provide the greatest opportunity for student learning and growth.
d. Provide a written record of a staff member’s work performance to be used as:
    1. Evidence of a bargaining unit member’s performance
    2. Consideration of advancement of position or continued employment

The evaluation procedure and requirements set forth in this agreement provide specificity to the statutory obligations established under sections 3319.111, 3319.112, and 3319.113 of the Ohio Revised Code and to conform to the framework for the evaluation of teachers and counselors under the Ohio Revised Code.

For the purpose of this evaluation procedure, all references to teachers also include counselors unless otherwise noted. The evaluation procedure contained in this agreement applies to the following employees in the District:

a. Teachers working under a license, permit, or permanent certificate who spend at least fifty (50%) percent of their work day providing student instruction.

b. All other teachers not covered under letter (a.) will be evaluated using the same agreed upon evaluation procedure, with the appropriate rubric for each person.

2. Essential Components

The full evaluation consists of Professional Growth Plan or Improvement Plan, two (2) required conferences, two (2) formal observations of at least thirty (30) minutes each and at least two (2) classroom walkthroughs.

- Professional Growth or Improvement Plan
- One Formal Holistic Observation, followed by a conference;
- Walkthroughs - with an emphasis on identified focus areas(s) when applicable;
- One Formal Focused Observation - with an emphasis on identified focus area(s) followed by a conference;
- One Summative Conference

The less frequent evaluation consists Professional Growth Plan, one (1) observation, and one (1) conference with discussion of progress on the Professional Growth Plan.

- Professional Growth Plan
- One Observation
- One Conference with discussion of progress on the Professional Growth Plan

If the Board intends to non-renew a limited contract, the Board is required to follow the above criteria set forth in the full evaluation section with the addition of one (1) more observation followed by a conference prior to May 1st and notice given of nonrenewal, if applicable, by June 1.

3. Definitions and Application of OTES 2.0 Terminology

Ohio Teacher Evaluation System (OTES 2.0)/Ohio School Counselor Evaluation System (OSCES): A professional growth model intended to be used to continually assist educators in enhancing teacher performance.

Ohio Teacher Evaluation Framework: In accordance with the Ohio Revised Code and in conjunction with the Ohio Standards for the Teaching Profession, multiple factors set forth leading to a Final Holistic Rating based upon a combination of informal and formal observations and supporting evidence using the Teacher Performance Rubric.

Credentialed Evaluators: Full time Antwerp Local Schools administrators approved by the Board of Education who have completed the required training and demonstrated proficiency in the OTES 2.0 process and has certification that is current. In the event any employee performs work under the supervision of more than one credentialed supervisor, the evaluation of the affected bargaining unit member's work performance shall be completed by one credentialed evaluator with evidence from his/her supervisors. Said designation will be known by September 1 of each year.

The employee with more than one credentialed supervisor will have the opportunity to provide input to the superintendent prior to the completion of the first week of school, regarding their choice of a credentialed evaluator. Employees will receive notice of their credentialed evaluator by September 1 of each school year.

Teacher Performance Evaluation Rubric: A tool utilized by the evaluator to evaluate a teacher's performance in three (3) organizational areas – (Instructional Planning, Instruction and Assessment, Professionalism) and also looks at teacher performance through the following six (6) domains of teacher practice – (Focus of Learning, Knowledge of Students, Lesson Delivery, Classroom Environment, Assessment of Student Learning, and Professional Responsibilities. The rubric contains detailed descriptions of practice at four levels of Ineffective, Developing, Skilled, and Accomplished. **See Appendix D. See Ohio School Counselor Evaluation System Final Summative Rating Rubric Appendix G.

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 Revised Code.

Teachers rated Accomplished on their most recent evaluation will be evaluated once every three (3) years, provided the teacher submits a self-directed Professional Growth Plan to the evaluator, and the evaluator determines that the teacher is making progress on the plan.

The Professional Growth Plan is for the continuation of teacher growth focused on areas identified in the evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with a rating of Accomplished may choose their credentialed evaluator for the evaluation cycle.

Teachers rated Skilled on their most recent evaluations will be evaluated once every two (2) years, provided the teacher develops a Professional Growth Plan and that the evaluator determines that the teacher is making progress on that plan. The Professional Growth Plan is for the continuation of teacher growth focused on areas identified in the evaluation and observations. Less frequent evaluations must include one observation and one conference. Teachers with a rating of Skilled will be evaluated by their district assigned credentialed evaluator.

Teachers with a Final Holistic Rating of Developing will develop a Professional Growth Plan that is guided by the district assigned credentialed evaluator.

Teachers with a Final Holistic Rating of Ineffective will be placed on an Improvement Plan collectively developed by the assigned credentialed evaluator and teacher and given the means to improve.

Teacher evaluations shall not occur for a teacher who:

a. Was on leave for fifty (50%) percent or more of the school year (91 day or more), as determined by the Board; (Ex. Sick, maternity, parental, military, sabbatical)
b. Has submitted notice of retirement, which has been accepted by the Board, on or before December 1 of the school year.

Performance Levels: Four ratings (Ineffective, Developing, Skilled, Accomplished) utilized in the Teacher Performance Rubric that indicate the teacher performance through six (6) domains of teacher practice. **See Appendix H.

Professional Growth Plan: A required plan developed annually to help the teacher identify areas of professional development that will enable them to enhance their practice. Each plan should be individualized to address the needs of the teacher. The school district will provide for professional development opportunities and support the teacher by providing resources (e.g., time, financial). The plan must be clear and comprehensive and align to the areas identified in the evaluation and

observations. The plan should be continually monitored and discussed with the evaluator throughout the year. See Appendix J. See Ohio Counselor Evaluation System Professional Growth Plan Appendix K.

Improvement Plan: A detailed plan developed when an educator has a Final Holistic Rating of Ineffective. The purpose of the plan is to identify specific areas for improvement of performance and foster growth through professional development and targeted support. **See Appendix L. See Ohio Counselor Evaluation System Improvement Plan Appendix M.

When an evaluator initiates an Improvement Plan, the teacher and the evaluator shall collectively develop the improvement plan. The evaluator will identify in writing, the specific area(s) for improvement, aligned to the Ohio Standards for the Teaching Profession along with the level of performance the teacher is expected to reach and a timeframe to correct the focus areas. The teacher shall have a minimum of twenty (20) school days from the date of the initiation of the improvement plan in which to make corrections or improvements of any noted focused areas.

The evaluator will also work with the educator to develop an improvement plan prior to the end of the school year and implement the written plan for improvement the following school year. The improvement plan will include available resources and assistance, and additional education or professional development the teacher needs to improve in the identified area(s).

The evaluator will reassess the educator's performance in accordance with the written plan. The reassessment will include a mutually agreed upon number of performance observations to assure that adequate evidence is gathered. When complete, and the evaluator has documented an acceptable level of performance improvement, the teacher may transition to a Professional Growth Plan.

High Quality Student Data: Quantitative information that is derived from instrument(s) reviewed and approved by the HQSD committee, which provide evidence of student learning that can be directly attributed to the teacher being evaluated. The high-quality student data instrument(s) used will be rigorously reviewed by the HQSD committee to assure the instrument(s) meet 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
- Follow protocols for administration and scoring
- Provide trustworthy results
- Not offend or be driven by bias

The HQSD must be utilized as evidence in any component of the evaluation related to the following:

- Knowledge of the students to whom the teacher provides instruction
- The teacher's use of differentiated instructional practices based on the needs or abilities of individual students
- Assessment of student learning
- The teacher's use of assessment data
- Professional responsibility and growth

For the purpose of the evaluation process, the teacher will use at least two measures of committee determined HQSD to provide evidence of student learning attributable

to the teacher being evaluated. HQSD shall include the value-added progress dimension when applicable based on the grade level or subject area taught and at least one other measure. The teacher will submit a High-Quality Student Data Verification Form to the HQSD committee chairperson by September 20th of each school year in order for the HQSD committee to approve the form during the September In-Service Day.

High-Quality Student Data Committee: A group of seven (7) individuals, four (4) Association members, and three (3) administrative members who by their selection, are deemed "experts in the field" for the sole purpose of verifying the criteria set forth in statute and this agreement regarding the HQSD instruments (measures, assessments) utilized by teachers and counselors. The committee will utilize the High-Quality Student Data Verification Form as the mechanism to approve that the teacher has met the requirements listed on the form.

- The committee shall be chaired by a committee member from the Association.
- The committee shall establish, by mutual agreement, the procedure and expectations for meeting(s).
- All decisions of the committee will be achieved by consensus.
- Association committee members will be paid the hourly rate of $22.00 for each hour he/she attends committee meetings outside of the contractual work day.

Pre-Conference: The teacher and a credentialed evaluator will have a formal meeting to discuss the date of the upcoming classroom observation visit and lesson or unit objective(s). The pre-conference also gives the teacher an opportunity to discuss the following:

- Prior learning experiences of the students;
- Characteristics of the learners and learning environment;
- Instructional strategies the teacher will use to meet the lesson objective(s);
- Student activities and materials;
- Differentiation based on students' needs; and
- Assessment data to be collected to demonstrate student learning, such as the use of High-Quality Student Data (HQSD)

The evaluator will arrange a date and time for the pre-conference at least three (3) school days in advance.

Formal Holistic Observation and Conference: A pre-determined formal observation consists of an evaluator visiting a classroom for a class period or viewing of a class lesson for a minimum of thirty (30) minutes. The evaluator documents specific information related to teaching and learning and utilizes the Teacher Performance Evaluation Rubric to analyze information gathered during the observation. All formal observations shall follow within five (5) school days of the pre-conference. A conference will occur within five (5) school days after the Formal Holistic Observation to determine the identified area(s) of focus. The time constraints for the conference above will be modified by illness or other emergency or by mutual agreement between the evaluator and the faculty member concerned. The evaluator and teacher will collaborate with each other to determine if the focus area(s) is a strength, improvement, or both. If an agreement cannot be reached, the teacher will determine the focus area(s).

A bargaining unit member may request additional formal holistic observations by any other district credentialed administrator in the district with written reasons for the request. Such a request, if granted, will be granted within a reasonable time (usually not to exceed five (5) days). Should a teacher desire additional observations by a properly qualified credentialed district evaluator other than his/her immediate supervisor, the request will be made to the superintendent. Formal holistic observations shall not disrupt and/or interrupt the learning environment in the classroom.

Evidence: The foundation of a quality evaluation system is the transparent, collaborative gathering and sharing of qualitative and quantitative measures of evidence that connects to the teacher perform rating at the end of a school year. Evidence can come in the form of observations of teacher practices, lesson plans, formal conferences, and documentation provided by the teacher. OTES 2.0 is designed for the teacher and evaluator to discuss evidence, build a common understanding of a teacher's current practice and identify areas for future growth.

The Teacher Performance Evaluation Rubric is a tool the evaluator will utilize to document and organize evidence that recognizes the teacher's instructional strengths, while identifying and supporting improvement where needed. When completing the performance rubric, evaluators are not expected to gather evidence on all indicators for each observation cycle. However, for teachers on the full evaluation cycle, evaluators will try to gather sufficient evidence before the end of the evaluation cycle to provide ratings for each component. As noted earlier, the evaluator will consider evidence gathered during pre-conferences, formal observations, the post-conference(s), classroom walkthroughs, and teacher provided evidence.

Formal Focused Observations: The second formal observation will occur later in the school year. This observation is also at least thirty (30) minutes in length and emphasizes the focus areas(s) identified after the previous Formal Holistic Observation. While evaluators will collect evidence related to the identified focus area(s), the evaluator will also document evidence to support a Final Holistic Rating at the end of the evaluation cycle.

A bargaining unit member may request additional focused observations by any other district credentialed administrator in the district with written reasons for the request. Such a request, if granted, will be granted within a reasonable time (usually not to exceed five (5) days). Should a teacher desire additional observations by a properly qualified credentialed district evaluator other than his/her immediate supervisor, the request will be made to the superintendent. Formal focused observations shall not disrupt and/or interrupt the learning environment in the classroom.

Walkthroughs/Informal Observations: As an evaluator observes a teacher engaging student learning in a professional environment, valuable evidence can be collected on one or more of the following components:

a. Evidence of Planning;
b. Lesson Delivery;
c. Differentiation;
d. Resources;
e. Classroom environment;
f. Student engagement; and,
g. Assessment.

This form of informal observation of at least two (2) minutes and less then ten (10) minutes is utilized by the evaluator for the purpose of gathering evidence and viewing teacher strength and area(s) of improvement, or both. Follow-up communication to walkthroughs is a critical component to the evaluation process. The follow-up may be writing or face-to-face within five (5) school days. Teachers who are fully evaluated will receive at least two (2) and no more than five (5) classroom walkthroughs.

The teacher shall be provided a copy of the walkthrough form, including all scripted and anecdotal documents relative to the walkthrough within five (5) school days. When a walkthrough form indicates a criticism of the teacher, a face-to-face conference must be held between the evaluator and teacher with the opportunity for the teacher to review and respond to any incident observed prior to the placement of any written record of such observation in the teacher's evaluation. Such conference shall occur with five (5) school days following the walkthrough/observation indicating criticism. No walkthrough may become a part of the evaluation unless the evaluator has discussed the walkthrough with the faculty member prior to the evaluation report. A walkthrough/observation shall not be considered one of the minimum numbers of formal observations to be conducted during the year.

Walkthroughs can be requested by a teacher in addition to employer-initiated walkthroughs, but a request by a teacher shall not create an obligation to perform a walkthrough.

Walkthroughs shall not disrupt and/or interrupt the learning environment or confidential meetings between a guidance counselor and a student.

Post-Conference: Following Walkthroughs and the Formal Focused Observation, a teacher and evaluator will meet to support teacher reflection, provide feedback, and identify strategies and resources for the teacher to incorporate to increase effectiveness. The evaluator and teacher also collaborate to make recommendations on the teacher's Professional Growth Plan or Improvement Plan. The conference will take place no later than five (5) working days from the Walkthrough and/or Observation.

Within five (5) school days following each of the formal observation(s) and post conference(s), the evaluator shall provide a report summarizing the teacher's performance. This report shall acknowledge the areas of reinforcement and refinement, along with noting all data used for the conclusions reached. The report will acknowledge any circumstances which may adversely affect a teacher's performance including, but not necessarily limited to: unusual class size, special learning disabilities students, or abnormal physical facilities.

The criticisms shall be supported by data and/or with specific, written comments pertaining to direct observations by the principal or supportable data. Professional judgment shall be made based on observable or measurable outcomes of the teaching/learning process or of assigned duties.

The teacher shall sign all completed observations or evaluation forms. Signing any form shall not signify agreement or disagreement with the substances of such items. The teacher shall be provided with a true copy of the observation report or evaluation, at the time of signing.

Any comment or rebuttal to the post conference summary or evaluation the employee wishes to make shall be reduced to writing and attached to the evaluation.

End of Year Final Summative Conference: The final observation conference must occur on or before May 1st. Following the final observation conference, a summative conference between the evaluator and teacher will occur for the purpose of reviewing the report and final holistic rating prior to May 10th. The conference may also be utilized to discuss a Professional Growth Plan or Improvement Plan for the upcoming school year.

A rating will not be assigned to a teacher if the evaluation procedures are not complete. Improper evaluations whether (by procedure or process will not be used against a teacher for the purpose of non-renewals, termination, or reductions in force.

4. Criteria and Standards for Conducting Evaluations:

Bargaining unit members shall be evaluated on his/her work/classroom performance and information concerning teacher professional growth gathered from, formal observations, walkthroughs, and informal observations, including evidence provided by the teacher after fair and reasonable observation of the bargaining unit member by the credentialed evaluator charged with the responsibility of evaluating that bargaining unit member. Work performance shall include those duties normally assigned and expected of bargaining unit members.

All formal monitoring or formal observation of the work performance of a bargaining unit member shall be conducted openly and with full knowledge of the affected bargaining unit member. The use of eavesdropping, public address, or audio systems and similar surveillance devices for monitoring or observing the work performance of a bargaining unit member will be permitted only with the bargaining unit member's written consent.

Observations will be conducted only on days when normal classroom procedures can be expected. Thus, bargaining unit members will not be observed for the purpose of a formal evaluation observation on the day before or after a holiday recess, nor the day after extended absence, on Staff Development release-time days, or on the first or last day of a marking period.

5. Timelines for OTES 2.0

a. August In-Service Day: Time is provided for teachers to work on Professional Growth Plans and Highly Qualified Student Data Assessments. Administration will be available to assist.
b. 1st Week of September: Teachers and counselors will receive communication from their credentialed evaluator regarding their specific evaluation process for the school year.
c. September In-Service Day: Teachers and counselors will meet with their credentialed evaluators for the purpose of reviewing their Professional Growth or Improvement Plan, and discussion of the (HQSD) High Quality Student Data that will be utilized to make sound instructional decisions for students.
d. The Formal Holistic Observation and Conference will be completed by November 30th.
e. The Formal Focused Observation will be completed by March 31st, and if necessary, third Observations by April 15th.
f. The Final Focus Conference completed by May 1st.
g. All final reports completed by May 10th. A part of this conference will be dedicated to a discussion between the evaluator and teacher regarding the Professional Growth Plan for the coming school year and goals to be accomplished through the Plan. The Plan should align to the most recent

evaluation results and proposes a sequence of appropriate activities leading to progress toward the goals.

h. Conferences: All formal observations shall be followed with five (5) school days with an in-person conference between the credentialed evaluator and educator. Teacher Performance Rubrics will be given to the educator one (1) workday prior to the conference.

6. Reopener

In the event of changes in the ORC related to teacher evaluation, if either party requests a reopener, the contract may be reopened to negotiate only the specific areas affected by those changes in the law.

J. COMPLAINT PROCEDURE

Complaints against professional staff shall be handled in a consistent manner. Individuals lodging a complaint(s) shall be urged to first discuss the matter with the staff member against whom the complaint is being brought.

Complaints lodged with the administration shall be brought to the attention of and discussed with the affected staff member(s) by such administrator(s).

If requested by the complainant or the staff member, a conference involving the staff member, the appropriate principal and the complainant will be arranged at a mutually convenient time to discuss said complaint.

If after the meeting with the staff member, parent and principal, there is a basis for the complaint, the principal may take action appropriate to the nature and severity of action or basis giving rise to the complaint except that the principal may not take any action not specifically authorized by law or the terms and conditions of this agreement.

If the complaint is not resolved through the action of the principal, it may be appealed to the Superintendent who will hold a conference arranged at a mutually convenient time to discuss said complaint. If after the meeting with the staff member, parent, principal, and Superintendent, there remains a basis for the complaint, the Superintendent may take action(s) specifically authorized by law or the terms and conditions of this agreement and appropriate to the nature and severity of action or basis giving rise to the complaint.

Any affected staff member(s) shall be entitled to Association representation at each step of this procedure and shall be informed of such right prior to each such conference and/or discussion.

Nothing contained herein shall be construed as a waiver of any of the rights or privileges otherwise accorded by law or this Agreement.

K. PERSONNEL RECORDS

The Superintendent of schools shall provide for the maintenance of an employment record of each certified staff member of Antwerp Local Schools. This shall be considered the only official file of recorded personnel information of professional staff members maintained by the board and Administration. Such file(s) shall be current.

Upon reasonable advance request, individual staff members shall have access to their personnel file. The staff member shall have the right to be accompanied by an

Association representative. A representative of a member shall be given access to the file of said member upon presentation of written authorization from such member.

Members of the Administration authorized to use such personnel files shall be limited to the Superintendent, the Treasurer and building principals directly related to supervision of that staff member.

All materials placed in the personnel file of the staff member shall include the following:

1. Date the item was placed in the file;
2. Initials of the administrator placing the entry;
3. Initials or signature of the affected staff member in whose file the material is being placed as well as the date of such signature.

The following items will be included in each employee's file:

1. The original copy of all evaluations and any response;
2. Copies of all certificates;
3. Official transcripts (not copies) of undergraduate and graduate work completed;
4. Copies of requests for transfers, leaves, and replies to such from the administration;
5. Copies of current signed contracts;
6. Application for employment;
7. Health records and tuberculosis test results;
8. Other items or records placed in the file pursuant to the provisions herein;

A staff member shall be notified of the intent of the administration to place in his/her file any material which may be considered critical or complimentary of the conduct, performance, character or personality of the staff member and shall be provided the opportunity to read any such material prior to placement in the staff member's file. The staff member shall acknowledge that he/she has read the material by affixing his/her signature and date of signing to the copy to be filed. Upon refusal of the affected staff member to sign or initial the material intended for placement in the personnel file, such material may be filed so long as the date of the refusal has been noted on the material. The initials or signature of a staff member shall not constitute agreement with the contents of the file material but indicates only that the material has been inspected by the staff member.

The staff member will be provided, without cost, a true copy of any material placed in his/her file when such material is placed in his/her file and shall have the right to obtain a photostatic copy of any item in his/her file upon payment of the cost of photocopying such material.

All personnel information shall be maintained with such accuracy, relevance, timeliness, and completeness as is necessary to assure fairness in any determination made with respect to the staff member on the basis of the information.

Any affected staff member shall have the right at any time to attach a written reply and/or rebuttal to any material in or being placed in his/her file. Such replies/rebuttals shall be initialed, dated, and attached to the material in question by the receiving administrator.

Staff members shall be informed of any complaint by a parent and/or student which is directed toward them if such will become a matter of record. The provisions applicable to personnel records shall be applicable to such complaints.

Anonymous letters or materials shall not be placed in a staff member's file, nor shall they be made a matter of record.

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

Staff members may submit letters of merit which shall be placed in their file.

The provisions of this section of the contract shall not be construed as limiting the rights accorded to a staff member pursuant to ORC 1347.

L. FAIR TREATMENT AND DISMISSAL

Termination of any bargaining unit member's contract shall be according to ORC 3319.16 and other related provisions of the Ohio Revised Code.

Discipline

The Superintendent may suspend an employee for up to three (3) days with or without pay or recommend to the Board of Education termination for gross inefficiency or immorality, for willful and persistent violations of reasonable regulations of the Board of Education, or for other good and just cause. The authority to suspend pursuant to the provisions herein shall be limited to not more than three (3) days for any single offense and/or incident. Said suspension or recommendation for termination shall occur only after the employee has been verbally warned on the first offense, warned in writing on the second such occurrence unless the act is deemed to be severe enough to warrant immediate suspension or suspension pending termination. Prior to suspension or termination, the Superintendent will give the reasons for suspension or termination to the bargaining unit member, in writing, and will afford them a full opportunity for a hearing as per the fair dismissal procedures herein.

Formal reprimand or discipline of a member by an administrator for alleged violation of reasonable Board regulations or rules for reasons related to the bargaining unit member's professional performance or for other good and just causes, shall upon request of the bargaining unit member be made in the presence of an Association representative and the administrator making the charge or imposing the disciplinary action. Said bargaining unit member shall have the right to present evidence and/or witnesses and to otherwise respond to the allegations brought against him/her. Furthermore, prior to said action, the bargaining unit member shall be informed of his/her right to representation of his/her choice and shall receive full specification, in writing, of the grounds for reprimand.

Non-renewal of a limited contract

A bargaining unit member on a limited contract may reasonably expect continued employment in the ensuing school year in the school system, except as follows:

Non-renewal of a bargaining unit member's limited contract shall be for reasons of a lack of or low degree of professional competency based on the evaluations of the bargaining

unit member's ability as set forth in the evaluation article. No teacher should be non-renewed without due process.

If the Board has entered into a limited contract or extended limited contract with a teacher pursuant to section 3319.11 of the Ohio Revised Code, the Board shall perform a minimum of three formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to reemploy a teacher pursuant to division (B), (C)(3), (D), or (E) of that section.

Any bargaining unit member being considered for non-renewal, shall be so notified by the Administration on or before the 1st day of June before a recommendation is brought before the Board of Education.

Such notice shall include full specification of the grounds for non-renewal, as well as notice of the right to a hearing before the Superintendent, the right to a hearing before the Board of Education, and the right to counsel of choice at each of the hearings as noted below.

Within five (5) school days of the receipt of such notification, the bargaining unit member may request and will receive a hearing before the Superintendent and any other individual who may be involved as part of the said grounds for non-renewal. Such hearing regarding the reasons for the recommendation not to re-employ will be convened within fifteen (15) school days from the receipt of a written request or by April 10th, whichever occurs first. The principal shall be present at such conference upon request of the bargaining unit member. The bargaining unit member may be represented by counsel of choice and shall have the right to present evidence and/or witnesses and to otherwise respond to the allegations brought against him/her. Not more than one (1) witness may be present in the hearing room at any one time.

In addition, a bargaining unit member so notified shall have the opportunity to a hearing before the Board of Education. The bargaining unit member shall have the right to representation by counsel of choice to present evidence and/or witnesses and to otherwise respond to the allegations prior to official Board action. Such hearings shall be in executive session.

Not more than one (1) witness may be present in the hearing room at any one time.

Any alleged misinterpretation or misapplication of the evaluation article and/or the non-renewal, suspension article may be submitted to the grievance procedure by the bargaining unit member and/or the Association. If it is determined through the grievance procedure that the evaluation article and/or the non-renewal/suspension article has been violated in any way or that the bargaining unit member is being non-renewed without just cause, the bargaining unit member will be deemed re-employed pursuant to the contract sequence article.

M. REDUCTION IN FORCE

Definition of Reduction in Force

A reduction in force (RIF) shall have occurred when the employer reduces, eliminates, or fails to fill a bargaining unit position.

Attrition

To the extent possible, the number of bargaining unit members affected by a reduction in force will be kept to a minimum by not employing replacements for employees who retire, resign, go on leave of absence or whose limited contracts are not renewed for reasons other than reduction in force.

Reasons for Reductions

To the extent that reductions are not achieved through attrition or the non-renewal of limited contracts for reasons other than reduction in force, and when by reason of decreased enrollment of pupils, return to duty of regular bargaining unit members after leaves of absence, by reason of suspension of schools territorial changes affecting the district or in cases of substantial financial loss, the Board of Education decides that it will be necessary to reduce the number of bargaining unit members it may make a reasonable reduction.

Suspension - Renewal Suspension

Suspension of employee contracts pursuant to the provisions below for purposes of reduction shall occur only in the period between the end of one school year and the start of the succeeding school year with the exception of supplemental contracts.

If staff reduction is deemed necessary for any of the above reasons and all other provisions of this section have been fulfilled, then the reduction shall be made as follows:

Reductions shall be made first by suspension of existing limited contracts and/or renewal suspension of expiring limited contracts and then suspension of continuing contracts. Those contracts to be suspended and/or renewed suspended will be chosen as follows:

Least Senior Reduced and Displacement

When making any reduction, contracts shall be suspended in accordance with the recommendation of the Superintendent of Schools who shall, within each teaching field affected, give preference to teachers on continuing contracts. The board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations. When teachers have comparable evaluations, reductions in a teaching field or assignment will be made by selecting the person lowest on the seniority list for that area of certification who is currently assigned to such a position. A bargaining unit member so affected may elect to displace any less senior bargaining unit member or portion of that bargaining unit member's assignment in any other area of certification for which the more senior bargaining unit member is also certificated.

Any such election must be made within ten (10) days of the time the bargaining unit member is notified he/she will be affected.

Other Factors

Factors other than seniority and contract status may be used to determine those affected by a reduction in force if the Superintendent is able to clearly demonstrate that the use of some other factor is necessary to achieve an educational goal that could not be met by strict adherence to seniority and contract status.

Notification of Anticipated Reduction in Force

If the Board determines a RIF may occur, the Board shall notify the individual and the Association in writing, not less than three (3) months prior to the date the RIF is to be implemented, except for cases of unforeseen emergency where the Board/administration would not have been able to have had knowledge of a permissible reason(s) giving rise to layoff as provided herein. In the event of an emergency as set forth above, such notification shall be given to the Association as soon as reasonably possible. The notification shall include the reason(s) for the RIF; the position(s) to be reduced, eliminated, or not filled; the name(s) of the employees to be affected, the date of Employer action to implement the RIF and the effective date of the RIF.

The Employer shall develop and provide the Association with a RIF list of potentially affected employees which shall be based on seniority and contract status within areas of certification, license, or entry-level requirement.

Within ten (10) days of receipt of the notification, representatives of the Employer and the Association shall meet to review the proposed RIF.

Limitations

Except as may be expressly and specifically set forth herein, the above section shall not diminish or void any right or privileges provided staff members in any state or federal law.

The Board shall not contract out, any work previously performed by staff member(s) in the bargaining unit to be performed by individuals or entities who are not members of the bargaining unit except where mutually agreed upon by the parties after due notice and consultation with the Association.

Bargaining unit members whose contracts are suspended (or renewed-suspended) under the terms of this section are to be considered as being reduced in force (on layoff) and awaiting recall and not as being terminated from the system.

So long as any bargaining unit member remains on layoff status, no current non-bargaining unit employee shall be assigned to fill a bargaining unit position;

No substitute staff member(s) or any other person new to the system will be hired except where:

1. There are not staff member(s) on layoff qualified to fill a vacant position or who become qualified by retraining, or

2. All qualified staff member(s) on layoff decline the offer to fill the vacancy.

Employee Rights While on Reduction

Bargaining unit members on the recall list will have the following rights:

Bargaining unit members whose continuing contracts are suspended by any Board pursuant to this section shall have the right of restoration to continuing service status by that Board.

1. Seniority shall not be the basis of rehiring a teacher, except when making a decision between teachers who have comparable evaluations.

2. When teachers have comparable evaluations, vacancies will be filled based on seniority.

The right of recall for a teacher on limited contracts is limited to employment in the three (3) school years immediately following the last regular academic school year worked, which is the last day that students are in session, not including summer school, by the laid-off member. When teachers have comparable evaluations, the most senior qualified member on the recall list may claim the position by right of recall if the employment being offered will occur in three (3) academic years immediately following the last regular academic school year worked by the member, i.e. if the bargaining unit member is placed on reduction at the end of the 2024-2025 school year, he/she is eligible for recall to work during the 2025-2026, 2026-2027, 2027-2028 academic school years. If the employment being offered relates to any subsequent school year, the laid-off member will be considered along with other candidates in the normal application process. The 2028-2029 school year would be the fourth academic school year, and the bargaining unit member would no longer be on the recall list.

The right of recall for teachers on continuing contracts shall be granted prior to teachers on limited contract and is not limited other than making a decision between teachers who have comparable evaluations. No teacher on continuing contract shall lose the rights to restoration by having declined recall to a position that is less than full-time.

Reduced staff members may choose to continue participation for up to three (3) years in any or all of the group insurance plans available to regular employees by remitting the premiums to the Treasurer of the Board of Education. Such remittance shall not be required more than thirty (30) days in advance. Such employees will be informed of the premium due date, and such premium payment must be received by the Treasurer at least one (1) week prior to the insurance company billing date. COBRA requirements apply.

Notification of Recall

It shall be the responsibility of each bargaining unit member to notify the Board of any change of address or change in certification.

The Board shall give written notice of an offer of re-employment by sending a registered or certified letter to the Association president or his designee and to all qualified said bargaining unit members at their last known address. Such notification shall also contain the seniority list for the areas of certification being recalled. Any senior eligible

bargaining unit member that fails to accept the offer of re-employment in writing within ten (10) days, excluding Saturdays, Sundays, and holidays, or within five (5) calendar days if the offer is delivered within ten (10) days prior to the start of a school year or semester, from the date said offer is delivered at the last known address of the affected bargaining unit member shall be considered to have rejected said offer, and shall be removed from the reduction in force list. The most senior of those responding will be given the vacant position.

Status Upon Recall

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 as he enjoyed at the time of layoff. Such bargaining unit member shall be credited with additional sick leave, if any, and be placed on the salary schedule in accordance with their respective training and experience at the time of recall. The teachers whose continuing contracts are suspended by any Board pursuant to 3319.17(c) shall have the right to restoration to continuing service status.

Transfers Due to Reduction in Force

When personnel must be transferred as a result of a reduction in force at the particular grade level or class, the Superintendent shall notify all bargaining unit members of the necessary reductions by position, grade level and building.

The Superintendent will encourage the necessary transfers on a voluntary basis. If this cannot be accomplished, the provisions for involuntary transfer in this Agreement, will be utilized.

Any staff member subject to involuntary transfer due to a reduction in force who does not wish to be transferred, will have the option of being placed on the recall list or being transferred. When during such reduction in force, more individuals select voluntary recall than would be required for appropriate staffing purposes. Those with greatest seniority shall have first option at selecting voluntary recall.

If any provision of the reduction in force procedure, herein, is found to have been violated, misinterpreted, or misapplied resulting in the layoff or partial layoff of a member of the bargaining unit, an arbitrator may determine an appropriate remedy up to and including reinstatement with back pay and all other emoluments so as to make the grievant whole.

N. EMPLOYMENT OF RETIRED TEACHERS

1. For purposes of salary schedule placement upon initial employment, a previously retired teacher (“PRT”) will be granted ten (10) years of service credit. (A PRT with less than ten (10) years of credited teaching experience will be initially placed at his/her appropriate experience step on the salary schedule.) The PRT will be placed at their appropriate education level on the salary schedule. A PRT may not advance beyond Step 10 on the salary schedule.

2. PRTs will be awarded one-year contracts of employment that will automatically expire at the end of each school year without notice of non-renewal.

3. PRTs may be re-employed from year to year, with Board approval, but shall not be eligible for continuing contract status.

4. For purposes of Reduction in Force, PRTs will not accrue seniority.

5. PRTs shall not be eligible to participate in a contractual retirement incentive program, if any, or for severance pay upon separation from employment.

6. Prior employment in the District is no guarantee of post-retirement employment or a particular assignment, if rehired.

7. PRTs will be entitled to all other contract benefits available to bargaining unit members unless otherwise limited by specific provisions of this Article.

8. The parties intend for the provisions of this Article to supersede, to the maximum extent permitted by law, all sections of the ORC that may be in conflict with this Article. This includes, but is not limited to ORC §3319.11, §3319.13/14, §3319.111, §3319.17, and §124.39(B).

ARTICLE VII

LEAVES OF ABSENCE

GENERAL PROVISIONS

1. Any teacher on paid leave when schools are closed due to severe weather or other emergency conditions, where such days are not required to be made up, shall receive the same pay as the teacher would have received if the school had been in session on such days. No deduction from days of accumulated sick, personal or other paid leave shall be made for such days.

2. Should a teacher deem it necessary to request that an approved leave of absence be adjusted or terminated prior to the expected date of termination, he/she should immediately make said request to the Superintendent. The Superintendent will do everything possible to accommodate the request of the teacher to return at the beginning of the next quarter.

3. Individuals on any approved, unpaid, leave may continue their hospitalization and other group benefits for the duration of said leave providing they reimburse the Board of premium costs.

A. SICK LEAVE

1. All professional staff shall accumulate sick leave at the rate of fifteen (15) days a year accrued at the rate of 1-1/4 days for each completed month of service. The unused portion shall be accumulative to 235 days. Accumulation of sick leave will be recorded for an unlimited amount for any transfer to another district.

2. Each newly hired certificated staff member of the Board who has no accumulated sick leave, or any certificated staff member who has exhausted their sick leave shall be entitled to an advancement of five (5) days of sick leave each year to be charged against any sick leave subsequently earned. They shall not be eligible for additional sick leave until such time as their period of service has entitled them to more. Should an employee leave the employment of the system with a deficit sick leave accumulation, such deficit shall be deducted from the employee's last paycheck.

3. Those employees who render regular but part-time or per diem service, shall be entitled to sick leave in proportion to the time actually worked.

4. Experienced teachers coming into the district shall receive their actual accrued days of sick leave upon presentation of a properly certified record of accumulated sick leave.

5. Sick leave shall be granted for absence due to personal illness, pregnancy, injury, exposure to contagious disease which could be communicated to others, and for absence due to illness, injury or death in the employee's immediate family

a. When the usage of sick leave by an individual for themselves, a spouse, child, stepchild, or any other member of the family unit living in the same household exceeds thirty (30) consecutive days (days shall be any day Monday through Friday exclusive of negotiated or school observed or

federally recognized holidays or any day on which school is closed due to calamity or otherwise), the Superintendent may require that the affected individual secure a physician's statement certifying continuing disability requiring continued use of sick leave.

b. When the usage of sick leave by an individual for a sister, brother, mother, father, grandmother, grandfather, mother/father-in-law, son/daughter-in-law, brother/sister-in-law, or grandchild, exceeds five (5) consecutive days (days shall be any day Monday through Friday exclusive of negotiated or school observed or federally recognized holidays or any day on which school is closed due to calamity or otherwise), the Superintendent will require that the affected individual secure a physician's statement certifying continuing disability requiring continued use of sick leave.

c. Death in Family -- In the event of a death in the employee's family, immediate family shall be defined as parent, child, spouse, sister, brother, grandparent, grandchild, father-in-law, mother-in-law, sister-in-law, brother-in-law, son/daughter-in-law, aunt, uncle, niece, nephew, or any other member of the family unit living in the same household no matter what degree or relationship.

d. An employee may request additional sick days for bereavement due to a death in the family via the Sick Leave Donations procedures outlined in Article VII, Section A7.

See also, Unpaid Leaves -- Illness or Disability

6. Reporting Absence - Whenever it is necessary for a staff person to utilize sick leave, staff will enter requests for sick leave in the AESOP system. The AESOP system will not be available after 6:30 a.m. of the day of absence, therefore the staff member will need to personally contact the principal requesting the substitute teacher for that day.

7. Sick Leave Donations – If a bargaining unit member requires sick leave over and above accumulated sick days due to a catastrophic medical situation that would qualify under the sick leave provision, the member can access additional sick days from other bargaining unit members to avoid a negative balance in sick leave by providing a doctor's note explaining the medical necessity for an extended absence. Before being able to receive sick days from other bargaining unit members, an employee must have used all sick leave days.

   Bargaining unit members may donate a maximum of ten (10) unused sick days to an individual per school year. Bargaining unit members may donate additional days upon approval by the Superintendent. Donated sick days will be awarded based on the duration of leave a doctor's note specifies but no more than a maximum of sixty (60) days can be awarded to the individual per school year.

   To determine eligibility, the individual must submit a request to the Association committee which shall consist of three (3) Association representatives with appropriate doctor's documentation. Upon approval, the committee will inform the Superintendent.

B. ASSAULT LEAVE

Not withstanding the sick leave provisions provided herein, the employer will grant assault leave to members of the bargaining unit due to disability resulting from assault under the following conditions:

Any certified employee who is absent from his/her duties due to disability resulting from an assault which occurs in the course of the employee's board employment or off school premises before, during, or after school hours in a school related Board approved function or activity, will be paid his/her compensation for a maximum of ten (10) days. This period of absence as defined in this provision shall be termed "assault leave".

Before assault leave can be approved, the certified employee shall meet the following conditions:

1. Furnish the Superintendent a written, signed statement describing the circumstances and events surrounding the assault, the causes thereof, including the location, the time of the assault, the names and addresses of the victims and witnesses, and a description of the injuries sustained by each victim of the assault unless physically impossible to do so.

2. A written medical report shall be filed by a licensed physician stating the nature of the disability, and its duration with the Superintendent.

3. Criminal charges must be pressed against the person(s) committing the assault.

C. PERSONAL LEAVE

Each certificated staff member shall be authorized three (3) days annually without loss of salary, to transact personal business or attend to affairs of a personal nature which cannot be reasonably conducted outside the regular school day. Except in cases of emergency, such leave may not be used before or after a vacation, holiday, or to engage in other employment.

A certificated/licensed staff member seeking personal leave authorization will initially complete the Personal Leave Form in the Kiosk five (5) school days in advance of the desired leave date unless circumstances make it impossible to comply herewith; in such even the employee shall notify their direct supervisor as soon as possible. Following the supervisor approval of the personal leave in the Kiosk, the employee will promptly enter the personal leave substitute request in AESOP-Absence management system. Personal leave request entered into the Kiosk five (5) or more school days in advance of the desired leave date will not be denied solely on the unavailability of a substitute teacher.

Except in cases of emergency or circumstances not within the control of the employee, personal leave will not be authorized for use during the first two (2) or last two (2) weeks of school.

These days of absence shall not be deducted from sick leave nor any other leave.

Except for the limitations above, personal leave shall be unrestricted, and the applicant for such leave shall be required to sign an approved form stating only that the reason for taking such leave is personal business.

At the end of each school year, each staff member will receive $90.00 for each full day of unused personal leave or $350.00 if no personal leave has been used by the individual during that school year. If no sick leave and personal leave has been used by the individual during that school year, the staff member will receive $500.00 instead of the $350.00 as offered for personal leave alone.

Each staff member has an option to roll over up to two (2) personal days, for a total of five (5) personal days in any one year. No staff member may exceed five (5) personal days in any given year.

The teacher must notify the Treasurer by May 15 as to the option of choice between personal day roll over and/or reimbursement.

The misuse of personal leave may result in disciplinary action. The affected employee may be subject to reprimand and/or loss of pay for the day(s) in question. The second instance shall result in loss of pay for such day(s) in question.

D. PROFESSIONAL LEAVE

1. Requests for professional leave shall be submitted, in the Kiosk two (2) weeks prior to the trip and shall specify the purpose, duration, and whenever possible, anticipated cost.

2. Professional meetings are defined as those conferences, conventions, school visitations, or other activities approved by the Superintendent.

3. Employees are permitted to attend one (1) employee requested (P1 in Kiosk) professional meeting per year with expense reimbursement as stated below. Employer requested (P2 in Kiosk) attendance at professional meetings may allow employees to receive expense reimbursement as well. Additional professional meetings may be approved by the Superintendent without expense reimbursement.

   Reimbursements:

   a. $30.00 for meals per day when an overnight stay is approved.
   b. Actual & necessary cost for room per day.
   c. Mileage shall be reimbursed at the IRS rate for the duration of this contract. One reimbursement per conference up to (4) four attendees. Additional mileage reimbursement paid for each car of four (4) attendees with a maximum of four (4) per car per conference.
   d. Registration fees.
   e. All athletic related events will be paid through the athletic department.

   Receipts of all expenditures must be presented to receive payment. These reimbursement amounts shall not apply to travel and expenses paid from the athletic fund.

4. Athletics

a. Professional leave may be used by the head coach, assistant coach, and junior varsity coach(s) for one clinic in their sport per year. Other coaches must use personal leave in order to attend.

b. If a team is participating in tournament play, the assigned coaches shall use professional leave. For all other tournament attendance (without team) the head varsity coach will be granted professional leave. All other coaches in that sport must use personal leave, however, an assistant or junior varsity coach may use professional leave if not using professional leave for a clinic.

In situations where Antwerp students are being recognized at district, state, or national level conventions, meetings, etc., or are competing at said levels, the Board shall pay the advisor's or supervisor's expenses as per Section 3 above.

Where a staff member's attendance at a professional meeting is otherwise required by the Administration, the full cost of transportation, meals, lodging, registration, or any other expenses incurred as a direct result of such attendance, will be paid by the board.

E. JURY DUTY AND LEGAL OBLIGATIONS

In the case of jury duty or when subpoenaed by a court or for a school related matter, no deductions shall be made from pay, accumulated sick leave or personal leave. Pay received for jury duty shall be submitted to the Board Treasurer. Any meal, mileage, housing, and/or parking allowance provided the employee for jury duty shall not be considered in the amount received for jury duty. While on jury duty/court appearance, the bargaining unit member's sick leave, severance pay, and all other benefits shall continue to accrue the same as those of any other bargaining unit members.

UNPAID LEAVES

F. PARENTAL LEAVE

Leave without pay for a period not to extend beyond one (1) complete school year shall be granted bargaining unit members requesting parental leave which shall include a newly born or newly adopted child. Said leave shall have a termination date which coincides with the end of the quarter. The date established for the beginning of such leave shall be determined by the bargaining unit member. The request shall be submitted in writing at least thirty (30) days prior to the date on which the leave would be scheduled to begin (whenever possible). This provision may be waived by the Superintendent.

A second year of leave under the aforementioned circumstances will be granted by the Board. The request shall be submitted in writing to the Superintendent at least ninety (90) days prior to the date on which the leave would be scheduled to begin.

Upon return to service at the expiration of such leave, the bargaining unit member shall resume the contract status which he/she held prior to such leave, and every effort shall be made to return the bargaining unit member to the same or equivalent position held

prior to the leave. In the event of reduction in force, the provisions of reinstatement shall be subject to the reduction in force agreement.

G. MEDICAL LEAVE

A medical leave of absence without pay for a period of up to two (2) years shall be granted upon medical documentation of the need thereof for personal illness or for life threatening serious disability of a parent, child or spouse or any other member of the family household no matter what the degree of relationship.

1. The bargaining unit member shall supply a statement from a physician specifically stating in terms of months, weeks, and/or days the period of time the teacher will be unable to return to work because of illness.

2. If a bargaining unit member has been granted a leave of absence without pay for less than one (1) year, and requests an extension of that leave of absence without pay, a new statement from a physician must be submitted no later than thirty (30) calendar days prior to the expiration of the original leave of absence without pay.

3. Upon return to service at the expiration of such leave, the bargaining unit member shall resume the contract status which he/she held prior to such leave and every effort shall be made to return the bargaining unit member to the same or equivalent position held prior to the leave.

H. EDUCATIONAL LEAVE

A leave without pay for a period of up to one (1) year may be granted for further formal educational training or study at a fully accredited institution directly related to the performance of the bargaining unit member's assignment.

1. In order to apply for this leave, the bargaining unit member must have completed eight (8) consecutive years of employment in the Antwerp Local District.

2. The Board retains in its sole discretion the right to: a) determine if the formal training or study is directly related to the performance of the bargaining unit member's assignment, and b) determine whether the leave of absence without pay is to be granted.

3. Upon return to service at the expiration of such leave, the bargaining unit member shall resume the contract status which he/she held prior to such leave and every effort shall be made to return the bargaining unit member to the same or equivalent position held prior to the leave.

I. MILITARY LEAVE

1. Bargaining unit members who are called to active duty in the Ohio National Guard, the Ohio Naval Militia, the Ohio Military Reserve, or any of the reserve components of the Armed Forces of the United States are entitled to a paid leave of absence for up to one (1) month (defined as 22 eight-hour workdays or 176 hours) in each calendar year in which they are performing service in the uniformed service.

2. Bargaining unit members called into military service that does not qualify under the above provision shall be granted a leave of absence for such duty without pay.

Upon return to service at expiration of such leave as documented by a military release form, the bargaining unit member shall resume the contract status which he/she held prior to such leave and every effort shall be made to return the bargaining unit member to the same or equivalent position held prior to the leave.

J. DOCK DAYS

1. The first five (5) unpaid days during a contract year will not affect the Board paid share of insurance premiums.

2. In computing deductions for more than five (5) dock days, the employee will pay the Board the pro-rated amount for insurance premium. The daily rate of the paid premium shall be calculated by dividing the number of workdays in the adopted school calendar into the yearly paid premium.

3. This does not affect the employees covered under Family Medical Leave Act.

4. If the reason for the dock days would qualify as sick leave, a joint attempt for Sick Day Donations (per Article VII, Section A7) must be implemented by the Administration and Association before the payments for pro-rated insurance premiums begin.

ARTICLE VIII

SALARY AND FRINGE BENEFITS

A. REGULAR SALARY SCHEDULE

The basic salaries of teachers covered by this contract shall be adjusted to reflect the rates set forth herein. (See Salary Schedule Appendix A)

B. SALARY SCHEDULE PLACEMENT

The maximum years of credit for experience outside the Antwerp Local School system shall be ten (10). Years of service for salary schedule placement purposes shall be credited according to the following:

1. All years of teacher service in the Antwerp District regardless of training level with each year consisting of at least one hundred twenty (120) days under a teacher's contract.

2. All years of teaching service in a chartered, non-public school located in Ohio as a teacher certified pursuant to Section 3319.22 of the O.R.C., or in another public school regardless of training level with each year consisting of at least one hundred twenty (120) days under a teacher's contract.

3. All years of teaching service in a chartered school or institution or a school or institution that subsequently became chartered or a chartered special education program, or a special education program that subsequently became chartered operated by the state or by a subdivision or other local governmental unit of this state as a teacher certified pursuant to Section 3319.22 the O.R.C. regardless of training level with each year consisting of at least one hundred twenty (120) days.

4. All years of active military service in the armed forces of the United States as defined in Section 3307.22 of the O.R.C. to a maximum of five (5) years. For purposes of this calculation, a partial year of active military service of eight (8) continuous months or more in the armed forces shall be counted as full years.

C. ADVANCEMENT ON SALARY SCHEDULE - ADDITIONAL TRAINING

A staff member may advance to a higher classification level on the salary schedule by fulfilling the following:

1. The affected staff member shall provide evidence of completed additional graduate hours from an accredited college or university. In order to advance from the MA column and beyond, such additional graduate work must be in his/her field of study or curricular supplemental area and have prior written approval of the Superintendent.

2. Said hours must be verified by transcript or letter from the college or university where the course work was completed. The salary adjustment will be made no later than September 30th of the current school year following receipt of the transcript and/or letter of verification to the Superintendent. In cases where said hours are completed after the beginning of the current school year, salary adjustment is to be made at semester following receipt of the transcript and/or

letter of verification to the Superintendent. Semester salary adjustments will total one-half of the amount per the advancement on the salary schedule**.** The adjustment will be made and spread over the remaining pays for that contract school year beginning with the last pay in February through the 26th pay in August. For semester salary adjustments notice of intent to complete said hours must be given to the Superintendent by May 1 of the previous school year.

3. Any part-time teacher shall, at the end of each year, have his/her teaching experience for that year computed to show the fractional portion of the year taught. When the cumulative fractions total 4/5 or more, the teacher will receive credit for one year of service on the salary schedule. Any fractional portion beyond 4/5 would be carried forward to the next year.

D. PAY PERIODS

Professional staff will receive their salary in 26 installments beginning with the second (2nd) Friday of the regular school year and on alternate Fridays thereafter.

When Friday falls on a holiday, direct deposits will be delivered on the day before the holiday. Likewise, when school is not in session, direct deposits will be delivered as scheduled.

E. DEDUCTIONS

Deductions from pay may be made for the following items:

1. Unauthorized or unpaid absence
2. Withholding tax according to information contained on the exemption certificate filed with the Treasurer.
3. Retirement, dues, and contributions
4. Annuities
5. Insurance
6. Charities
7. Political Contributions
8. Association Dues and Assessments
9. Indiana Income Tax
10. OSDI

A payroll deduction authorization form must be signed by the individual requesting the deduction and submitted to the Treasurer of the District.

Except for Association dues withholding as otherwise provided herein, said deduction(s) shall commence with the first check of the next quarter following submission of the request and shall continue in equal amounts for the remainder of the checks in the year.

Only the annuity companies with which the Board currently transacts business shall be used unless five (5) or more employees request from the treasurer enrollment with a new company.

F. DAILY OR PER DIEM RATE DEFINED

1. In computing deductions for those absences for which a deduction in pay is to be made, the basis shall be called the daily or per diem rate. The daily rate shall be calculated by dividing the number of workdays in the adopted school calendar into the approved salary of the individual.

2. Salaries of persons working less than a complete school year shall be calculated on the number of actual days taught times the daily rate.

G. SUPPLEMENTAL CONTRACTS (See Appendix B)

It is understood that the Board has the discretion to fill or not to fill any of the Supplemental positions listed above. However, if the Board chooses to fill any of the Supplemental positions, they will be first offered to the Bargaining Unit Members in accordance with the Ohio Revised Code.

Extracurricular positions are listed herein along with the percentage of salary base to be paid for each year, or the rate per hour of service. Each classified supplemental salary shall be computed as the product of the listed percentage and the current base salary for a teacher with a BA degree and no experience. Supplemental limited contracts will be issued for all extracurricular positions.

Each supplemental contract will be reviewed annually at the close of the season or at the end of the service period for which the contract has been issued. Supplemental contracts issued prior to June 1st but after the onset of the next school year for any of the positions listed above must be returned within twenty (20) days of their receipt or June 1, whichever is later, unless an extension of this deadline is provided by the Superintendent. Supplemental contracts issued after June 1st but before the onset of the next school year for any of the positions listed above must be returned within twenty (20) days of their receipt unless an extension of this deadline is provided by the Superintendent.

Final payment for extracurricular services will be made at the end of the season or completion of the activity and only after the final inventory (if any) is turned into the Athletic Director and/or building principal.

H. CONFERENCE PAY

After a Bargaining Unit Member is requested by a building administrator to be responsible for additional classroom supervision, they may request payment at the rate of $20.00 per academic period and $10.00 per half period.

I. SUBSTITUTE TEACHER PAY SCHEDULE

A substitute teacher with an assignment to one specific teaching position shall, after sixty (60) days of service, be paid a salary commensurate with his/her training and experience according to the adopted teacher salary schedule.

J. EXTENDED SERVICE

All employees on extended service will be issued a supplemental limited contract for that extended service and shall be paid at a per diem rate as per diem standard calculation for per diem in this Agreement.

K. STRS PICKUP

The Board of Education will pick up (assume and pay) contributions to the State Teachers Retirement System on behalf of the employees in the bargaining unit on the following terms and conditions:

1. The amount to be picked-up and paid on behalf of each employee shall be the full amount of the employee's contribution towards STRS. The employee's annual compensation shall be reduced by an amount equal to the amount picked-up and paid by the Board.

2. The pick-up percentage shall apply uniformly to all members of the bargaining unit.

3. No employee covered by this provision shall have the option to elect a wage increase or other benefit in lieu of the employer pick-up.

If necessary, the Board Treasurer will prepare and distribute an addendum to each certificated employee's contract which states:

1. That the employee's contract salary consists of:

    a. A cash salary component, and
    b. A pick-up component, which is equal to the amount of the employee's contribution being "picked-up" by the Board on behalf of the employee;

2. That the Board will contribute to STRS an amount equal to the employee's otherwise required contribution to STRS for the account of each certificated employee; and

3. That sick leave, severance, vacation, supplemental and extended service pay and insurance benefits which are indexed to or otherwise determinable by reference to the employee's rate of pay shall be calculated upon both the cash salary component and picked-up component of the employee's restated salary.

All subsequent contracts and salary notices for those affected certificated employees will include the provisions of the above addendum.

L. SEVERANCE PAY

Any employee of the Antwerp Local School District having service of five (5) or more years with the district who elects to retire after July 31, 2022, shall be paid 25% of the value of all his/her accumulated but unused sick leave up to 235 days. The rate of pay for all such accumulated days shall be the per diem rate of the annual salary as determined by the salary schedule and any supplemental or other salary in effect at the time of last service. The per diem rate shall be computed by dividing the annual salary as defined above by the number of days of regular required duty.

As used in this section, retirement means disability or service retirement under any state or municipal retirement system in the state of Ohio. Nothing in this policy shall be construed to prevent an employee either sick or disabled from using the accumulated sick leave for the duration of the disability. Severance pay shall be forwarded to the employee in one installment within 60 days following written notification by the retired employee requesting payment of severance pay. STRS member(s) whose service credit is purchased by the Board shall have their severance pay paid to them over a three year period in equal installments.

Any employee who meets the service requirements of the above division and who dies while in the employ of the school district, shall on the day of death be deemed to have terminated employment by means other than retirement, and payment of all severance pay shall be made in the manner prescribed in ORC 2113.04.

Such payment shall be made only once to any employee and shall extinguish all accumulated sick leave to the credit of such employee.

M. INSURANCE COVERAGE

The Association and Board of Education will jointly form/participate in a study committee charged with the responsibility of developing and presenting to all staff in the bargaining unit the potential alternatives and the impact; cost vs. increased liability ramifications of such alternatives including but not necessarily limited to:

a. comprehensive co-pay
b. increased initial deductible
c. change of carrier/3rd party administrator
d. increasing the size of the consortium
e. joining another consortium.

The Association will select a maximum of four (4) representatives to such committee. The Board will select a maximum of four (4) representatives. A chairperson selected by membership or committee.

1. GENERAL

Certified staff employed less than full-time will be entitled to a Board paid contribution toward their hospital, surgical, major medical, dental, life, and any other insurance herein prorated at the same rate as their fractional employment.

For those that elect any of the insurance coverage below, the Board will provide full twelve-month coverage commencing with the first day of school (or September 1, whichever is first) and ending twelve (12) months later (or August 31, whichever is last). This insurance shall continue in effect during absences due to illness, as specified in the Ohio Revised Code, for which the employee may use sick leave or any other paid leave of absence. Employees on an unpaid leave of absence may choose to continue participation in this group insurance by remitting the premiums to the Treasurer of the Board of Education. Such remittance shall not be required more than thirty (30) days in advance. When necessary, premiums on behalf of the employee shall be made retroactively or prospectively to assure uninterrupted participation and coverage.

2. COMPREHENSIVE HEALTH INSURANCE

If a state or federally mandated insurance program is implemented, this Article will be void and the parties will meet to renegotiate this Article.

The Board shall purchase from a carrier licensed by the State of Ohio, basic, hospital-surgical major medical insurance coverage for each full-time certificated employee now or hereafter employed and his/her family which meets or exceeds the current level of benefits in effect as of May 19, 2016. (See Appendix O)

The Board will pay 97.5% of the cost of the single plan, per employee for those so enrolled and 90% of the cost of the family plan. When both spouses are members of the bargaining unit, the Board will pay 97.5% of the cost of the family plan. For those who choose to enroll in the family plan, the balance of the cost of the monthly premium~~s~~ not paid by the Board will be equally divided and uniformly deducted from such employee's paycheck.

All employees hired after September 1, 2013 will pay 20% of the premium.

3. DENTAL INSURANCE

The Board shall purchase from a carrier licensed by the State of Ohio, employee and family dental insurance protection equal to or exceeding the current level of coverage whose specifications are set forth in Appendix O for each full-time certificated employee now or hereinafter employed who is a member of the bargaining unit.

The full cost of each program and any increases thereof shall be paid by the Board.

4. LIFE INSURANCE

The Board shall purchase from any licensed carrier by the State of Ohio, group term life insurance for each member of the bargaining unit now or hereafter employed in the amount of $35,000.00.

5. IN LIEU OF INSURANCE

Members are eligible for the following payments at the end of each school year unless the member has a qualifying event that requires the member to seek health insurance from the school during the calendar school year. If this occurs, the member forfeits the payment.

1. A single who elects to not receive insurance from the school receives $1,000.

2. A member on a family plan who elects to go to a single plan receives $1,000.

3. A member on a family plan who elects to not receive insurance from the school receives $2,000. However, if the member is a spouse of a school employee receiving insurance, the member not receiving insurance from the school will receive a payment equal to 2.5% of the family insurance premium for that particular school year.

Payment may be added to an existing annuity or paid directly to the member.

N. TUITION REIMBURSEMENT

1. The Board shall create a pool of $10,000 per year to reimburse employees for graduate level tuition from an accredited college or university. In order to qualify, the teacher must obtain a "B" level grade or higher or a "Pass" in a pass/fail graded class. Teachers must submit an application on forms obtained from the Treasurer's office by May 15. Funds will be paid out no later than June 30 of each year according to the following formula:

   $10,000 pool divided by total semester hours (or equivalent) multiplied by individual hours taken. The amount is not to exceed the cost of tuition for each individual employee.

   In the event that the total $10,000 pool is not exhausted in any given year, the Board shall only be responsible for maintaining a total of $10,000 at the start of each school year, i.e., unused funds will be rolled over and added to by the Board each year.

   Prior approval of the Superintendent is required for reimbursement for courses taken by video tape, correspondence, or Internet.

   In the event of an administrative initiative for the completion of college coursework, the teacher will be guaranteed reimbursement of full tuition and supplies required for said requirement (i.e. books or workbook) and shall not be taken from the amount listed above.

2. The Board of Education will provide tuition reimbursement to an Antwerp Local Schools teacher who successfully completes college coursework that led to the teacher being certified by a university/college to teach College Credit Plus (CCP) courses to Antwerp Local students.

   The teacher must have taught at least one (1) semester CCP course, and the students received college credit for the course(s) taught by the CCP certified teacher in order to be paid.

   The tuition reimbursement will include a one-time payment of $100 per semester hour for the CCP coursework earned from an accredited university/college. The teacher must submit official transcripts from the university/college. The teacher must have received a letter grade of B or higher/(P) Passing/or (S) for Satisfactory.

   The teacher will receive the payment no later than June 30th of the school year CCP courses were taught to Antwerp Local School students. The CCP tuition reimbursement amount is in addition to the tuition reimbursement received from the Tuition Reimbursement referred to above.

   Payment will not exceed the cost the teacher paid for the college coursework submitted for reimbursement. Funds for the payment will be derived from the Tuition Reimbursement account specified above.

ARTICLE IX

WORKING CONDITIONS

A. TEACHER PROTECTION AND SUPPORT

1. The teacher's authority and effectiveness in the classroom are undermined if there is insufficient support of the teacher. It is, therefore, the responsibility of the Board and Administration to support and aid teachers' control in the classroom.

2. A staff member who has been intimidated or physically assaulted in direct performance of a work assignment has the right to defend himself/herself from physical harm and to obtain assistance.

3. Under no circumstances will a student who has intimidated or physically assaulted a teacher be allowed to return to the teacher's classroom until a meeting between the appropriate administrator and teacher has taken place.

B. INSTRUCTIONAL ARRANGEMENTS/GROUPING

Principals, with teacher input, shall be responsible for grouping pupils so that they may have the opportunity to reach their maximum potential. Principals shall consider the various capabilities of their teachers in making teaching assignments where grouping gives varying characteristics to classes.

Plans for grouping within the schools shall be approved by the Superintendent.

C. INSTRUCTIONAL MATERIAL

Each teacher shall be provided with instructional materials and supplies necessary to perform in an effective manner within the constraints of the Board's budget. Approval of all supplies will be through the appropriate Principal.

A committee of teachers shall assist in the process of selecting textbooks and instructional materials in their respective areas. Said committee shall consist of a balanced representation of all grade levels involved and experience ranges or, when feasible for a subject area in the secondary schools, all professional staff members of that subject area.

D. LESSON PLANS

Teachers shall prepare and follow a daily lesson plan which shall be available for review by the principal and be current on a weekly basis. Lesson plans are to reflect the current adopted course of study.

E. INCLUSION

Employees whose duties would be impacted by an IEP and/or special needs student will be provided the opportunity to participate in the development of the IEP and to be present at the IEP conference.

Special training and/or staff development will be provided, as needed, to employees whose duties are impacted by an IEP and/or special needs student.

Consideration will be given to accommodate multiple handicapped student(s) in regard to class size, when that student(s) is placed in a regular classroom.

Necessary medical procedures will be conducted and provided by qualified personnel, except in the event of an emergency. Appropriate medical supplies shall be provided by the Board of Education.

When a physically challenged student and/or student with special needs poses an unnecessary risk or disruption to the educational process, the employee shall have the right to recommend the removal of the disruptive student in compliance with federal and state laws and regulations.

F. INSERVICE EDUCATION

The Antwerp Board of Education fully support professional growth and inservice development for the certified staff. Days within the school year, early dismissal, or morning delays may be used to offer inservice to the Antwerp professional staff members. All day inservices will run from 7:30 – 3:00 p.m., A.M. Inservices will run from 7:30 – 9:30 a.m., and P.M. Inservices will run from 1:00 – 3:00 p.m.

Teacher committees will provide input on topics and help plan inservice programs for the year. The dates, for such inservice, however, will be set by the principal with prior approval from the Superintendent.

G. SCHOOL CALENDAR

1. The committee members are to obtain input from staff members in the buildings they represent prior to the initial meeting in November.

2. A committee of three (3) teachers and two (2) principals will be formed in November to discuss and exchange proposed calendar(s) for the ensuing school year.

3. Proposed calendar(s) will be posted in the teachers' lounge for a period of one (1) week asking for any additional comments or suggestions.

4. The committee must discuss those written comments or suggestions which are brought before them and recommend to the Superintendent a proposed calendar for the ensuing school year.

5. The Superintendent will present the committee's recommendation and an alternate recommendation, if necessary, to the Board, who will make the final decision no later than the December Board meeting.

6. All staff will be given a copy of the school calendar within one week after being adopted by the Board.

H. HOURS

The length of a school day for members of the bargaining unit shall not exceed seven and one-half hours (7 1/2). Said work day shall provide for no less than a thirty (30) minute, uninterrupted duty-free lunch period.

Staff agrees to assume additional duties consistent with past practices as follows:

1. Attendance at staff meetings of generally not more than one-hour duration or more frequent than once a month and scheduled at least one week in advance except in cases of emergency. Attendance is required unless absence is approved by the principal. All such meetings shall begin no earlier than thirty (30) minutes prior to the first bell and no later than fifteen (15) minutes after the final student dismissal bell.

2. A one and one-half hour open house and/or an awards program during the school year. If both are held in any one school year, only one will have mandatory teacher attendance, that one to be determined by the principal.

3. Evening hours for Parent-Teacher conferences may be scheduled. All such hours will be uniformly scheduled for all affected staff members in each building. Student instruction shall not be required on days when evening conferences are scheduled unless the majority of Association members in one building vote to do so in conjunction with an abbreviated day following Parent-Teacher conferences. This will be in effect for each building, not collectively.

   Bargaining unit members shall not be required to schedule conferences after 8:10 p.m. All conference schedules shall provide for at least one-half hour of duty free time period for lunch if conferences are scheduled to begin prior to 12:00 noon and the same for supper if conferences extend beyond 6:00 p.m.

4. All teachers are encouraged to attend graduation ceremonies.

I. WORK YEAR

The work year will be reflected in the school calendar for all members of the bargaining unit. The contractual days (7.5 hours) of service shall consist of:

1. 180 student days @ 6 hours 24 minutes (6.4 hours) instructional time = 1152 hours: including two (2) days permissible for parent-teacher conferences and two (2) days permissible for teacher professional development in-service days.

2. Two (2) teacher workdays: one (1) day each at the beginning of the school year and at the end of the school year.

Unless changed by act of the Ohio Legislature, the official delay or closing of schools by the Superintendent on account of severe weather or other emergency conditions shall not result in a loss of pay or additional days of work without additional compensation for up to and including fifty-four (54) hours (including school closings, two (2) hour delays, and early dismissal). If legislation is passed which would modify these provisions, the severability of this Agreement shall prevail. Once fifty-five (55) or more hours of instructional time has been missed due to school cancellation and/or delays, a make-up

school day will be added to the school calendar. Make up days will be identified on the school calendar. Upon adding the additional school day, the hours count will be reduced by 6.4 hours (see the following scenarios).

In replacement of make-up school days, e-learning procedures may be implemented if agreed upon by both parties prior to August 1st of the school year.

Scenario 1:
Due to delays, cancellations, and/or early dismissals, 53.2 hours of instructional time has been lost. The next day, the school has a two (2) hour delay increasing the hours missed to 55.2 hours. Due to the number of hours missed, a make-up day is necessary. Upon designating the day to be made up, the hours count reduces back to 48.8 hours (55.2 – 6.4).

Scenario 2:
Due to delays, cancellations, and/or early dismissals, 52 hours of instructional time has been lost. The next day, the school has a cancellation increasing the hours missed to 58.4 hours. Due to the number of hours missed, a make-up day is necessary. Upon designating the day to be made up, the hours count reduces back to 52 hours (58.4 – 6.4).

Days scheduled for Spring Break will not be used for make-up days.

In the event of an unforeseen emergency situation mandating the closing and/or the suspension of school operations which would require an alteration(s) of the school calendar, the Board shall have the right to alter the school calendar, provided, however, before doing so, the Association shall be afforded reasonable notice, an opportunity to discuss the matter, and to negotiate a substitute calendar. Such negotiations will be conducted according to procedures for regular negotiations.

J. PLANNING AND CONFERENCE TIME

1. The teachers in Grades 6 through 12 shall be provided five (5) regular periods per week for planning and/or conference time. Said periods shall be allotted at one per day if scheduling permits.

2. Teachers in Grades K through 5 shall be provided no less than two hundred (200) minutes per week for planning and/or conference time. Said time will include one period per day of a minimum of thirty (30) minutes each. Where scheduling will permit, up to a forty (40) minute planning period/day will be provided. Every effort shall be made to accommodate the 200 minutes per week excluding recess within the student day.

3. A faculty lounge will be provided where teachers can go when not specifically assigned to a classroom.

K. DUTY FREE LUNCH

Teachers shall be granted no less than an uninterrupted thirty (30) minute duty free lunch each day.

Teachers shall be provided a separate, sanitary place to eat their lunch besides in the regular cafeteria with students.

Each building will have a faculty lounge where teachers can go when not specifically assigned to a classroom.

L. TELEPHONE

All teachers have the right to reasonable use of the school telephone for both personal and school business calls. Long distance calls are to be recorded on the proper phone sheet and teachers shall reimburse the school for the cost of any personal toll calls.

M. PROMPTNESS

As part of professional decorum, teachers are expected to report to work on time, and to be in their classrooms on time. Staff shall notify the principal of any unforeseen circumstances. Continued tardiness will be duly noted on the evaluation form.

N. EMERGENCY PERIOD SUBSTITUTES

In the event regular substitutes are not available, secondary professional staff members may volunteer to serve as period substitutes during their regularly scheduled preparation periods.

1. Requests for period substitutions shall be made as far ahead as possible.

2. Substitution shall be made within the professional staff member's department when possible.

3. Period substitutes shall be as equally as possible distributed among professional staff members desiring to substitute.

4. In the event no voluntary period substitutes are available, the principal may require a professional staff member to serve as a period substitute so as to provide supervision of all classes.

5. Period substitutes will be solicited prior to the assignment of such classes to study halls.

6. If an elementary special subject teacher (music, physical education) is absent and no substitute is available, the regular teacher(s) who assume(s) responsibility for a class in lieu of planning time is/are eligible for period compensation. Planning time shall be defined as the time when professional staff members do not have assigned responsibility for teaching exclusive of the thirty (30) minutes duty-free lunch. Compensation will not be provided to the regular teacher(s) during the absence of teacher(s) serving selected small groups of students from the classroom.

7. Compensation - See Article VIII, Section H - Conference Period Pay.

ARTICLE X

OTHER PROVISIONS

A. MAINTENANCE OF STANDARDS

All conditions of employment, including teaching hours, extra compensation for work outside regular teaching hours, preparation periods, leaves, and general working conditions, shall be maintained at not less than the highest minimum standard in effect in the system at the time this Contract is signed, provided that such conditions shall be improved for the benefit of teachers as required by the express provisions of this Contract. This Contract shall not be interpreted or applied to deprive teachers of professional advantages heretofore enjoyed, unless expressly stated herein.

No existing Board policies, instructions, or handbooks shall in any way limit the rights granted teachers in this Contract. Any portion of the existing documents that is inconsistent with this Contract shall be ineffective.

B. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

The Local Professional Development Committee (LPDC) shall be formed by Antwerp Local School District in compliance with the appropriate provisions of Ohio Revised Code. All the rights, benefits, and privileges granted by HB 230 shall be in effect in addition to the following:

The LPDC shall consist of three (3) teachers selected by the Association and two (2) administrators or Board delegates. The LPDC members shall be compensated at a rate of $22.00 per hour and shall meet only during after-school hours.

The committee's responsibilities shall include, but not be limited to: Approval of all individual professional development plans for all certified/licensed employees; development and approval of all district or building professional development activities; approval of all C.E.U.'s, coursework, workshops, inservice; the submission and processing of all paperwork related to teacher certificate/license renewals, upgrades, etc.

The final approval for professional leave still rests with the Superintendent.

C. RESIDENT EDUCATOR PROGRAM

The Ohio Department of Education requires that Ohio school districts implement a resident educator program. Mentors assigned to resident educators will receive a stipend of $500.00 per resident educator per year for years one (1) and two (2). A facilitator will be assigned for year three (3) with payment of $250. In the event the Ohio Department of Education changes the program, the parties agree to meet as soon as possible to recommend changes.

The Board may elect not to conduct an evaluation of a teacher who is participating in the teacher residency program established under section 3319.223 of the Revised Code for the year during which that teacher takes, for the first time, at least half of the

performance-based assessment prescribed by the State Board of Education for resident educators.

D. INSTRUCTION INFORMATION SYSTEM

The Board and Association agree that a committee formed by the Association will determine the district's extent of implementation of any state instructional information system. i.e. IIS

E. CLASS SIZE

In determining the maximum number of students in a particular class prior to the start of the school year, administration will determine class sizes with reference to instructional quality and economy of operations. The Board and the Administration understands the value of small class sizes as it relates to student academic achievement, therefore, consideration shall be given to the following when determining class size.

a. Subject Matter
b. Type of Instruction
c. Ability of Students
d. Availability and Appropriateness of Aides
e. Use of Special Facilities and Equipment
f. Financial Status of the District

Prior to the start of the school year, the administration will give particular attention to the class size of the Young 5's Kindergarten program. The administration will make every effort to limit the maximum number of students in the class to fourteen (14). If the class size will exceed fourteen (14) students prior to the start of the school year, an aide may be assigned to support the classroom teacher with meeting the academic physical, social, and emotional needs of the students.

Teachers of Music, Art, Industrial Arts, Family and Consumer Science, and Physical Education will meet with the Principal to determine appropriate class size based on program and environment.

The Principal will meet with laboratory teachers to review appropriate scheduling of students considering the lab size. The administration will make every effort to not exceed four (4) students per available lab/environmental stations.

F. SEVERABILITY

The parties agree that should any section(s) of this Contract be declared contrary to law by a court of competent jurisdiction or following any action by the Ohio General Assembly, changes in Federal Law, changes in rules and regulations of the State Department of Education, change in any applicable state or federal law, or valid rule or regulation adopted by a federal or a state agency pursuant thereto, which requires the Board of Education to develop and/or change policies that affect the term(s), condition(s) of employment, or working condition(s), then the parties will meet to negotiate the additional terms, conditions of employment or working conditions within ten (10) school days upon request of either party. If such negotiations do not resolve the matter within twenty-one (21) school days thereafter, the impasse procedures contained herein may be initiated by either party. Upon agreement and ratification by

the parties, any substitute provisions shall be incorporated into this Agreement by written, signed amendment by the parties hereto.

G. AMENDMENT

This Agreement may be altered, deleted from, added to, or otherwise modified only through voluntary mutual consent of both parties in a written, signed amendment to this agreement except that the Association may, by request, open negotiations whenever there has been a change that affects wages, hours, or terms and conditions of employment. All requests for amendment and subsequent negotiations following mutual agreement to amend this agreement shall be conducted in accordance with the terms of this agreement except that requests for amendment may be made at any time by either party. All such amendments shall be considered finalized upon ratification by the Board and the Association.

H. DURATION OF AGREEMENT

This Agreement shall become effective and remain in full force and effect from August 1, 2025 through July 31, 2028, both dates inclusive. This Agreement shall be the base from which future negotiations shall proceed. If any provision in this Agreement is not modified or deleted through future negotiations, it shall be carried forward, automatically, in writing, into each successor agreement.

Nothing in this Agreement shall prohibit the parties, by written mutual agreement between them, to enter into negotiations at an earlier date than indicated in this Article.

The policies enacted by this Contract, when ratified, will supersede any rules, regulations, and practices of the Board which may be contrary or inconsistent with the terms of this Contract.

ANTWERP EDUCATION ASSOCIATION

4/24/2025
DATE

PRESIDENT, ANTWERP
LOCAL BOARD OF EDUCATION

4/23/2025
DATE

ANTWERP EDUCATION ASSOCIATION

4/24/2025
DATE

SUPERINTENDENT, ANTWERP
LOCAL SCHOOL DISTRICT

4/23/25
DATE

Appendix A

ANTWERP LOCAL SCHOOL
2025-2026

STEP	5.00%	BA	150 HOURS	MA	Base = MA+15	$40,900.41
	0	$40,900.41	$42,454.63	$44,785.95	$46,340.16	
			1.038	1.095	1.133	
	1	$42,769.56	$44,561.00	$47,125.45	$48,798.28	
		1.0457	1.0895	1.1522	1.1931	
	2	$44,642.80	$46,663.28	$49,464.96	$51,256.39	
		1.0915	1.1409	1.2094	1.2532	
	3	$46,511.95	$48,769.65	$51,800.37	$53,714.51	
		1.1372	1.1924	1.2665	1.3133	
	4	$48,381.09	$50,871.93	$54,139.87	$56,172.62	
		1.1829	1.2438	1.3237	1.3734	
	5	$50,250.24	$52,978.30	$56,479.38	$58,630.74	
		1.2286	1.2953	1.3809	1.4335	
	6	$52,123.48	$55,080.58	$58,818.88	$61,088.85	
		1.2744	1.3467	1.4381	1.4936	
	7	$53,992.63	$57,186.95	$61,158.38	$63,546.97	
		1.3201	1.3982	1.4953	1.5537	
	8	$55,861.78	$59,289.23	$63,497.89	$66,005.08	
		1.3658	1.4496	1.5525	1.6138	
	9	$57,730.93	$61,395.61	$65,833.30	$68,463.20	
		1.4115	1.5011	1.6096	1.6739	
	10	$59,604.17	$63,497.89	$68,172.80	$70,921.31	
		1.4573	1.5525	1.6668	1.734	
	11	$61,473.32	$65,604.26	$70,512.31	$73,379.43	
		1.503	1.604	1.724	1.7941	
	15	$63,342.46	$67,710.63	$72,851.81	$75,837.54	
		1.5487	1.6555	1.7812	1.8542	
	19	$65,211.61	$69,817.00	$75,191.31	$78,295.65	
		1.5944	1.707	1.8384	1.9143	
	23	$67,080.76	$71,923.37	$77,530.82	$80,753.77	
		1.6401	1.7585	1.8956	1.9744	
	27	$68,949.91	$74,029.74	$79,870.32	$83,211.88	
		1.6858	1.81	1.9528	2.0345	

ANTWERP LOCAL SCHOOL
2026-2027

5.00%				Base =	$42,945.43
STEP	**BA**	**150 HOURS**	**MA**	**MA+15**	
0	$42,945.43	$44,577.36	$47,025.25	$48,657.17	
		1.038	1.095	1.133	
1	$44,908.04	$46,789.05	$49,481.72	$51,238.19	
	1.0457	1.0895	1.1522	1.1931	
2	$46,874.94	$48,996.44	$51,938.20	$53,819.21	
	1.0915	1.1409	1.2094	1.2532	
3	$48,837.54	$51,208.13	$54,390.39	$56,400.23	
	1.1372	1.1924	1.2665	1.3133	
4	$50,800.15	$53,415.53	$56,846.87	$58,981.25	
	1.1829	1.2438	1.3237	1.3734	
5	$52,762.76	$55,627.22	$59,303.34	$61,562.27	
	1.2286	1.2953	1.3809	1.4335	
6	$54,729.66	$57,834.61	$61,759.82	$64,143.29	
	1.2744	1.3467	1.4381	1.4936	
7	$56,692.26	$60,046.30	$64,216.30	$66,724.31	
	1.3201	1.3982	1.4953	1.5537	
8	$58,654.87	$62,253.70	$66,672.78	$69,305.33	
	1.3658	1.4496	1.5525	1.6138	
9	$60,617.47	$64,465.38	$69,124.96	$71,886.36	
	1.4115	1.5011	1.6096	1.6739	
10	$62,584.38	$66,672.78	$71,581.44	$74,467.38	
	1.4573	1.5525	1.6668	1.734	
11	$64,546.98	$68,884.47	$74,037.92	$77,048.40	
	1.503	1.604	1.724	1.7941	
15	$66,509.59	$71,096.16	$76,494.40	$79,629.42	
	1.5487	1.6555	1.7812	1.8542	
19	$68,472.19	$73,307.85	$78,950.88	$82,210.44	
	1.5944	1.707	1.8384	1.9143	
23	$70,434.80	$75,519.54	$81,407.36	$84,791.46	
	1.6401	1.7585	1.8956	1.9744	
27	$72,397.41	$77,731.23	$83,863.84	$87,372.48	
	1.6858	1.81	1.9528	2.0345	

ANTWERP LOCAL SCHOOL
2027-2028

5.00% Base = $45,092.70

STEP	BA	150 HOURS	MA	MA+15
0	$45,092.70	$46,806.22	$49,376.51	$51,090.03
		1.038	1.095	1.133
1	$47,153.44	$49,128.50	$51,955.81	$53,800.10
	1.0457	1.0895	1.1522	1.1931
2	$49,218.68	$51,446.26	$54,535.11	$56,510.17
	1.0915	1.1409	1.2094	1.2532
3	$51,279.42	$53,768.54	$57,109.90	$59,220.24
	1.1372	1.1924	1.2665	1.3133
4	$53,340.15	$56,086.30	$59,689.21	$61,930.31
	1.1829	1.2438	1.3237	1.3734
5	$55,400.89	$58,408.57	$62,268.51	$64,640.39
	1.2286	1.2953	1.3809	1.4335
6	$57,466.14	$60,726.34	$64,847.81	$67,350.46
	1.2744	1.3467	1.4381	1.4936
7	$59,526.87	$63,048.61	$67,427.11	$70,060.53
	1.3201	1.3982	1.4953	1.5537
8	$61,587.61	$65,366.38	$70,006.42	$72,770.60
	1.3658	1.4496	1.5525	1.6138
9	$63,648.35	$67,688.65	$72,581.21	$75,480.67
	1.4115	1.5011	1.6096	1.6739
10	$65,713.59	$70,006.42	$75,160.51	$78,190.74
	1.4573	1.5525	1.6668	1.734
11	$67,774.33	$72,328.69	$77,739.81	$80,900.81
	1.503	1.604	1.724	1.7941
15	$69,835.06	$74,650.96	$80,319.12	$83,610.88
	1.5487	1.6555	1.7812	1.8542
19	$71,895.80	$76,973.24	$82,898.42	$86,320.96
	1.5944	1.707	1.8384	1.9143
23	$73,956.54	$79,295.51	$85,477.72	$89,031.03
	1.6401	1.7585	1.8956	1.9744
27	$76,017.27	$81,617.79	$88,057.02	$91,741.10
	1.6858	1.81	1.9528	2.0345

APPENDIX B
ANTWERP LOCAL SUPPLEMENTAL SALARIES

POSITION	PERCENT OF BASE SALARY
LEVEL A	**20.75%**
Athletic Director	
LEVEL B	**16%**
Head Football	
Head Basketball	
Band Director	
LEVEL C	**12%**
Assistant Athletic Director (no extra periods)	
LEVEL D	**11%**
Head Baseball	
Head Track (1)	
Head Volleyball	
Head Softball	
Sophomore Class Advisor	
LEVEL E	**10%**
Head Wrestling	
Assistant Football (3)	
Boys JV Basketball	
Girls JV Basketball	
Cross Country	
H.S. Cheerleading Advisor *	
Head Boys Golf	
Head Girls Golf	
LEVEL F	**8%**
JV Softball	
JV Volleyball	
JV Baseball	
Musical Production Director	
Assistant Track (2)	
Assistant Cross Country	

POSITION	Percent of Base Salary
LEVEL G	**7%**
Freshman Basketball	
JH Head Football	
JH Basketball (4)	
Yearbook	
Scholastic Bowl Advisor	
Freshman Volleyball	
Public Relations Coordinator	
LEVEL H	**6%**
Boys HS Basketball Assistant Coach	
Girls HS Basketball Assistant Coach	
Assistant Wresting Coach	
JH Wrestling	
JH Volleyball (2)	
JH Track (2)	
JH Assistant Football	
Assistant Baseball	
Assistant Softball	
JH Cheerleading Advisor **	
Junior Class Advisor (1)	
Academic Booster Advisor	
LEVEL I	**5%**
Freshman Class Advisor	
Audio Visual Manager	
High School Student Council	
LEVEL J	**4%**
Weight Room Supervisor	
Dinner Theater/Variety Show Director/Elementary Grade Musical	
Senior Class Advisor	
LEVEL K	**3%**
Flag Corp Advisor	
National Honor Society	
8th Grade Class Advisor	
7th Grade Class Advisor	
6th Grade Class Advisor	
Assistant Musical Director	
Show Choir	
Washington D.C. Trip Coordinator	
Freshman Cheerleading Advisor (Winter)	

POSITION	Percent of Base Salary
LEVEL L	**2%**
Mini Archers (4)	
Varsity A	
Elementary Student Council	
International Club	
Art Club Advisor	
JH Student Council	
JH National Honor Society	
LEVEL M	**1%**
Elementary Music Programs (1/6% per grade level)	
Junior High/Senior High Choir Concerts	
Family Literacy Night Coordinator	

Friday School $50 for 2.5 hours (3:00 – 5:30 p.m.)

Coaches who are Antwerp Local bargaining unit members are to receive additional compensation as determined by all past coaching experience in that sport at Antwerp.

	3-5 Year	6+ Years
Head Coach	additional 1% of base	additional 2% of base
Other Coaches	additional .5% of base	additional 1% of base

*High School Cheerleader Advisor may elect to serve as one or more seasonal coach(es) (Competition (2%), Football (3%), Basketball (5%))

**Junior High Cheerleading Advisor may elect to serve as one or more seasonal coach(es) (Competition (1%, Football (2%), Basketball (3%))

APPENDIX C

List of Credentialed Evaluators

1. High School Middle School Principal
2. Elementary Principal
3. Director of Curriculum and Technology Integration & Innovation
4. Antwerp Local Superintendent

All evaluation forms (including but not limited to Rubric, Professional Growth, Final Summative Rating, Walkthrough, and Improvement Plan) for OTES and OSCES will be attached to the Collective Bargaining Agreement.

Teacher Performance Evaluation Rubric

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

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

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

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

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY *(continued)*	**Monitoring student understanding** Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities. There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	Learning is primarily teacher directed. Students participate in whole class learning activities. There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning. Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning. Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.

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

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

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

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

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Formal Holistic Observation (followed by conference)	☐	☐	☐	☐
Formal Focused Observation **Focus Area(s):** ☐ Focus for Learning ☐ Knowledge of Students ☐ Lesson Delivery ☐ Classroom Environment ☐ Assessment of Student Learning ☐ Professional Responsibilities	☐	☐	☐	☐
Professional Growth Plan (or Improvement Plan) Goal(s): (Goal prepopulates from the earlier entry)				
Evaluator Comments:				
Teacher Comments:				
Final Holistic (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Ohio School Counselor Evaluation System | **Assessment of School Counselor Performance**

School Counselor Evaluation Rubric

The ***School Counselor Evaluation Rubric*** is intended to be scored holistically. This means the evaluator will assess which level provides the best *overall* description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school's goals and mission.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
	The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school's goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.
	The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence				

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
	The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
	The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence				

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
Evidence				

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.
Evidence				

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
	The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
	The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
	The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.

Evidence				

Standard Six: Professional Responsibility, Knowledge and Growth – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	he school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
Evidence				

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
Evidence				

Ohio School Counselor Evaluation System

Final Summative Rating

Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career and Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation and Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge and Growth				
Metrics of Student Outcomes				
Area of reinforcement:		*Area of refinement:*		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

School Counselor Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

05/12/2016

OTES 2.0 Teacher Performance Rating Definitions

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

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

FINAL March 27, 2020

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 2, 3]

	Ineffective	Developing	Skilled	Accomplished
DEMONSTRATING KNOWLEDGE OF CONTENT, CURRICULUM, AND INSTRUCTIONAL GOALS	Does not demonstrate knowledge of the curriculum and current trends and practices in literature, literacies, technology and research process. Does not understand the instructional goals for most disciplines. Makes little or no effort to provide resources and instructional services. Designs learning activities, goals and objectives that are too general to guide lesson planning and are inappropriate for the students and/or do not support the OLS.	Demonstrates limited knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Understands the instructional goals for some disciplines. Sporadically provides necessary resources, technology, and instructional services. Designs some learning activities with goals that reflect a range of student learning needs and support the OLS.	Demonstrates knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Understands the instructional goals for most disciplines and is able to develop connections to the curriculum. Consistently provides necessary resources, technology, and instructional services. Consistently designs learning activities with challenging and measurable goals that reflect a range of student learning needs and support the OLS.	Displays extensive knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Understands the instructional goals for all disciplines and is able to develop meaningful connections to the curriculum. Expertly provides the necessary resources, technology, and instructional services to support goals. Expertly designs learning activities with challenging and measurable goals that reflect the full range of student learning needs and support the OLS.
Examples	*A class comes into the library to find picture books on folktales. The SLMS does not direct instruction on how to find and locate books on folktales in the library.*	*A class comes into the library to research scientific myths. The SLMS shows the students where books on science can be found (500s)*	*A class comes into the library to complete a biographical research project. The SLMS instructs and demonstrates biographical online resources as well as the use of a biographical print collection that has been tailored to support student needs.*	*In a high school lesson on narrative structure, the SLMS co-teaches the ELA content and also delivers the information literacy instruction using a variety of print and digital sources as well as a range of Web 2.0 tools tailored to help each student create a unique product.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 3, 6]

	Ineffective	Developing	Skilled	Accomplished
Collecting Student Assessment Data	Infrequently collaborates with the classroom teacher for the assessment of student learning or does not analyze student learning data to inform lesson plans. Does not use or only uses one measure of student performance.	Occasionally collaborates with the classroom teacher for the assessment of student learning. Uses more than one measure of student performance but does not appropriately vary assessment approaches or has difficulty analyzing data to effectively inform instructional planning and delivery.	Regularly collaborates with the classroom teacher for the assessment of student learning. Employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	Fully collaborates with the classroom teacher for the assessment of student learning. Purposively plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a variety of appropriate diagnostic, formative, and summative assessments into lesson plans. Analyzes student data and accurately identifies student learning needs, strengths and areas for growth.
Examples	*SLMS does not grade any information literacy instructional activities and does not assess student learning in collaborative activities with other classroom teachers.*	*As part of a formative assessment for their 6th grade science fair research, SLMS reviews their preliminary MLA citations and provides limited feedback. SLMS has difficulty analyzing data to determine students' problem areas when citing sources to help them with their final science fair works cited.*	*As part of a formative assessment SLMS has 9th grade class in science take TRAILS - Evaluation of Sources, analyzes the data, develops a lesson about finding credible and reliable sources using the Internet. The students complete a rubric created by the SLMS for assessing what they understand about finding credible and reliable sources using the Internet.*	*Under the guidance of the SLMS, students create a rubric for assessing their own research skills when completing a project on Shakespeare.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 1]

	Ineffective	Developing	Skilled	Accomplished
DEMONSTRATING KNOWLEDGE OF STUDENTS	Demonstrates little or no understanding of how students learn. Demonstrates little or no familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Demonstrates some understanding of how students learn. Demonstrates some familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Understands the active nature of student learning and attains information about levels of development for groups of students. Purposively seeks knowledge about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from several sources and attains this knowledge for groups of students.	Actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a multiple sources. Attains this knowledge for individual students.
Examples	*In a 2nd grade class composed of children who have different religious backgrounds, SLMS uses Christmas stories in his December lessons,*	*In a 9th grade ELA class, SLMS uses TRAILS - Developing a Topic to determine students' readiness; lectures for 30 minutes on how to develop a topic for research with no opportunity for students to practice.*	*A 7th grade social studies class studying explorers comes to the library for print and digital resources. The SLMS locates and sets aside a collection of print resources that are leveled to student abilities in that class and appropriate to the research topics.*	*SLMS initiates the collection and study of data relating to students' scores on a state reading test and uses that data to improve the instruction and services provided by the SLMS.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 2,3,4]

	Ineffective	Developing	Skilled	Accomplished
COMMUNICATING AND QUESTIONING	Does not communicate clearly; directions, procedures and/or explanations are confusing, incoherent, or inaccurate, and are ineffective in building student understanding. Fails to address student confusion or frustration and does not use questions effectively and usually tells the students what to do.	Directions, procedures and/or explanations are accurate and generally clear but often needs to clarify. May not fully clarify information based on students' questions about content or instructions for learning activities. Re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. Asks questions that guide students and help them think about their research topic. Technology use is inconsistent and not always effective.	Directions, procedures and/or explanations are clear and accurate. Actively encourages independent, creative, and critical thinking. Effectively addresses confusion when asked and checks for understanding. Often uses open-ended and probing questions to guide students' inquiry and to help students think critically to form their own questions about their research topic. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	Explanations are clear, coherent, and precise. Uses well-timed, individualized, strategies and language designed to actively encourage independent, creative, and critical thinking. Always uses open-ended and probing questions to guide students' inquiry and to help students think critically as they formulate pertinent questions about their research topics. Accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.
Examples	*SLMS asks the 3rd grade class, "Is Little Red Riding Hood fictional?" without further discussion.*	*In a 9th grade ELA class, SLMS uses presentation software and lectures about website credibility. When asked about credibility of website urls such as .edu, .org, .com, etc., SLMS explains that ,edu is the most credible without further explanation.*	*In a 6th social studies class, SLMS asks students to rank order the databases they would choose to begin their research project and support their ranking to assess their prior knowledge of library resources. Students will be able to access and navigate the resource.*	*SLMS demonstrates and models how to use an interactive bibliography site and then leads a class discussion using a model works cited page so students can analyze quality and accuracy of citations.*

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 1,2,4]

	Ineffective	Developing	Skilled	Accomplished
ADAPTING , ADJUSTING TO ENGAGE STUDENTS IN LEARNING	Adheres to the instructional plan despite student understanding or interest. Fails to respond to students' questions. Is not able to recommend or guide students to appropriate engaging resources. Pace of lesson is too slow or too rushed. Expectations of students are low. Responses are rote with few students interested or intellectually engaged	Attempts to modify the instructional plan when needed to accommodate students' questions and interests with moderate success. Use of diverse strategies is limited. Sometimes recommends or guides students to engaging resources that connect well with the content, learning goals, students' knowledge, backgrounds and experiences. Pace of the lesson may not provide students the time needed to be intellectually engaged. Expectations are inconsistently present. Responses show minimal thinking allowing most students to be passive or merely compliant.	Promotes the successful learning of all students making minor adjustments to the instructional plan as needed to accommodate students' questions, needs, and interests. Persists in seeking approaches for students who have difficulty learning, drawing on a varied repertoire of strategies. Usually recommends or guides students to resources that connect well with the content learning goals, the students' prior knowledge backgrounds and experiences. Pace of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Expectations for students are high and usually present. Responses show active intellectual engagement with most students challenged in their thinking.	Seizes an opportunity to enhance learning building on opportunities that arise from spontaneous events or students' learning styles, needs, and interests, abilities OR successfully adjusts and differentiates instruction to address individual student misunderstandings. Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies, and soliciting additional resources from the school or community. Recommends or guides students to resources that connect well with the content learning goals, the students' prior knowledge backgrounds and experiences. Pace of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Expectations for students are high and consistently present. Responses show active intellectual engagement; virtually all students challenged in their thinking.

Examples	*SLMS presents a lesson on the Dewey Decimal system. SLMS asks questions such as "What is the DD # for sports?" Students respond using the information found on a poster hanging in the classroom. Students are not given an opportunity to explore the materials found in specific DD #s.*	*SLMS presents a lesson on how to access the school's e-book collection using the online catalog because students want to know how to check out their favorite fiction books. Students do not have time to practice checking out e-books.*	*In a collaborative research lesson with the social studies teacher, the SLMS demonstrates and engages in a discussion as to how to find credible and reliable resources for students' research topics.*	*In a collaborative research lesson with the health teachers in which students have self-selected into teams to research a significant health issue, the SLMS has each team select a social bookmarking tool such as Diigo to locate credible and reliable resources. Students must annotate the resource and include a reflection on its value to their understanding of the health issue.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 5]

	Ineffective	Developing	Skilled	Accomplished
CREATING THE ENVIRONMENT IN THE LIBRARY AND CLASSROOM	Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Very little or no monitoring of student behavior. Interactions with students are negative, inappropriate or insensitive to students' dignity. Controlled and stifling environment. Very few if any standards of conduct OR standards of conduct are not implemented. Routines and procedures that are either nonexistent or inefficient resulting in general confusion.	Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Uneven monitoring of student behavior. Interactions with students are generally appropriate with occasional displays of insensitivity or unresponsiveness. Established standards of conduct but inconsistent implementation. Routines and procedures are established and followed with regular guidance and prompting. Maintains an attractive environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Monitoring student behavior against established publicized standards of conduct so that responses to inappropriate behavior are consistent, proportionate, respectful to students and effective. Interactions with students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students. Established standards of conduct and implementation are consistent so most students follow the standards of conduct Routines and procedures are established with students needing minimal guidance and prompting Maintains an inviting environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Monitoring of student behavior is subtle and preventative and students take an active role in monitoring their own behavior and that of others against publicized standards of conduct. Interactions with students are highly respectful and demonstrate sensitivity to students' cultures and levels of development. Standards of conduct established and implemented by SLMS and students so students follow the standards and self-monitor their behaviors. Routines and procedures are well understood and may be initiated by students. Maintains an inviting, flexible and attractive environment.

Examples	*SLMS tells the students to "shut up."*	*SLMS comforts and deals with an incident of cyberbullying by telling the victim he will be OK tomorrow and does not address the actions of the bully.*	*SLMS consistently gives positive feedback to the students for self-monitoring their behavior in the library, When a student's loud talking disrupts a class working at a nearby computer lab, the SLMS relies on students sitting near the student to monitor his/her behavior.*	*SLMS works with students to create an after school gaming club that involves visits to the public library to learn how to create games. This promotes conversations among the students about integrity and ethical behavior.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 3,4]

	Ineffective	Developing	Skilled	Accomplished
ASSESSING STUDENT LEARNING	Employs little or no assessment or monitoring of student learning. Feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Uses assessment sporadically to support instruction through some monitoring of progress in learning. Feedback to students is general. Rarely uses questions, prompts, and assessments to diagnose evidence of learning. Students are partially aware of the assessment criteria used to evaluate their work, and few assess their own work.	Uses assessment regularly during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Questions, prompts, assessments are used to diagnose evidence of learning. Students appear to be aware of the assessment criteria and some of them engage in self-assessment.	Assessment is fully integrated into instruction through extensive use of formative assessment. SLMS and students provide accurate and specific feedback in a variety of ways to advance learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress.
Examples	*In a 3rd grade class, the SLMS does not use summative assessment to determine students' understanding of how to use the online catalog to find books for voluntary reading.*	*SLMS provides a resource checklist for 6th grade students to use with their explorer project for world history. The SLMS does not review the checklist to see what resources the students used.*	*A 9th grade class in PE and Wellness is completing a project on diet and nutrition. A rubric, created by the SLMS and the PE teacher, is provided for students to monitor their progress. The SLMS works individually with students engaging them in conversation to check their progress using the rubric.*	*A 5th grade class working on their favorite author project for ELA, compare a piece of their writing with the writing rubric and confer with the SLMS on how it could be improved. They also confer with the SLMS on the resources listed in their works cited.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]

	Ineffective	Developing	Skilled	Accomplished
Collaboration, Ethics, Reflection & Professional Development	Fails to communicate clearly with the school community about the library program and its services. Does not collaborate with teachers in planning and implementing instructional lessons and units. Does not comply with school and district regulations. Does not adhere to professional ethics of librarianship. Fails to demonstrate ability to accurately self-assess about the effectiveness of library services, resources, instructional strategies and to appropriately identify areas of professional development.	Uses a variety of strategies to communicate with the school community about the library program, new resources and services. Collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the lesson/unit. Understands and follows district policies and state and federal regulations at a minimal level. Is knowledgeable about the ethics of librarianship but inconsistently adheres/follows them. Identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	Uses effective communication strategies with the school community to keep them informed and to promote the use of the library program, new resources and services. Collaborates with some teacher in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies. Models and upholds district policies and state and federal regulations. Is knowledgeable about the ethics of librarianship and consistently adheres/follows them. Using data, sets short- and long-term professional goals and takes action to meet these goals.	Communicates effectively with the school community including outside libraries to keep them informed and employs evidence to promote the effectiveness of instructional efforts as well as to communicate the development of the library program, new resources and services. Collaborates with teachers in most disciplines in designing, planning, and implementing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies. Through teaching and practice, demonstrates a commitment to the professional ethics of librarianship. Sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of services, resources, instructional strategies, and facilities.

Examples	*SLMS conducts an after-school session for teachers on new e-books but does not include an assessment to determine the effectiveness of the professional development.*	*SLMS is aware of copyright but does not post signs in the library to inform teachers and students.*	*On the media center's website, the SLMS creates a Parent Portal that includes a variety of resources for parents to help their children with research. The SLMS also offers monthly sessions for parents on a variety of topics such as: Better Searching through Google; INFOhio Databases: What's New?; How to Get Your Child Research Ready.*	*SLMS plans on assessing her library collection based on text complexity. SLMS attends several professional development sessions, including an online class offered by state association. Using her knowledge from targeted professional development, SLMS undertakes to analyze her library's collection for text complexity.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]

	Ineffective	Developing	Skilled	Accomplished
MANAGING THE LIBRARY	Develops a budget proposal that inadequately reflects the needs of the library program.	Develops a budget proposal necessary to maintain the library program.	Develops a budget proposal necessary for a comprehensive library program	Uses data to develop a budget proposal necessary for a progressive and comprehensive library program.
Examples	*SLMS does not include in her proposed budget the purchase of e-books despite teacher requests to do so.*	*SLMS does not include in his proposed budget resources or materials to engage ESL students.*	*SLMS anticipates the need for additional literary non-fiction texts with the implementation of the OLS and solicits specific titles from teachers and consults review sources.*	*SLMS uses data collected from students, teachers, and administrators about e-book readers before writing a grant to the local education foundation.*

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]

	Ineffective	Developing	Skilled	Accomplished
PLANNING AND EVALUATING THE LIBRARY PROGRAM	Fails to have a plan to evaluate the library program.	Has a plan to evaluate the library program. The plan does not incorporate: • Evaluation of instruction • Print and digital library materials • Use of library services • Use and evaluation of technology infrastructure and devices • Use and evaluation of the physical space • Alignment of resources to OLS	Has a plan to evaluate the library program. The plan incorporates some of the following: • Evaluation of instruction • Print and digital library materials • Use of library services • Use and evaluation of technology infrastructure and devices • Use and evaluation of the physical space • Alignment of resources to OLS	Has a plan to evaluate the library program. The plan incorporates: • Evaluation of instruction • Print and digital library materials • Use of library services • Use and evaluation of technology infrastructure and devices • Use and evaluation of the physical space • Alignment of resources to OLS Uses the data to formulate and implement a plan.
Examples	*SLMS does not survey students to determine how the physical space could be adapted to meet the increase in personal computing devices.*	*SLMS has a plan to evaluate the library but it does not include input from the school community.*	*SLMS has a plan to evaluate the library using survey data from teachers about his instruction but does not include survey data from students.*	*SLMS seeks input from all stakeholders and works to incorporate input.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]

	Ineffective	Developing	Skilled	Accomplished
GROWING AND DEVELOPING PROFESSIONALLY	Fails to engage in professional development activities to enhance content knowledge or skill. Resists feedback on teaching performance from supervisors or colleagues. Does not participate in professional organizations. Fails to provide professional development to educational community.	Participates in professional development activities to enhance content knowledge or skill to a limited extent. Accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Finds limited ways to contribute to the profession.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Welcomes feedback on teaching performance from supervisors and colleagues. Participates in various professional development opportunities and takes an active role in a professional organization. Provides professional development activities at faculty meetings and/or in-service programs.	Seeks out professional development activities and makes a systematic effort to conduct action research Seeks out feedback on teaching performance from supervisors and colleagues. Assumes a leadership role in professional organizations Publishes in a professional journal OR provides professional development to educational community such as professional conferences.
Examples	*SLMS does not read current literature on information, media and technology literacies; therefore is unaware of emerging trends in the field*	*SLMS provides a list of INFOhio resources at a departmental meeting but does not help teachers see connections to their own subject area..*	*SLMS attends annual conference or workshop and applies knowledge obtained at sessions to improve and enhance library programming.*	*SLMS engages in professional development activity on using e-books as a way to increase student engagement and assesses the veracity of this finding in her/his library.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]

	Ineffective	Developing	Skilled	Accomplished
MAINTAINING ACCURATE RECORDS	Does not maintain accurate or current records.	Maintains records such as inventories of resources, circulation, equipment, as well as statistics of library and resource usage.	Maintains accurate, reasonably current, and accessible records such as a current catalog of resources; circulation records; an inventory of equipment; and statistics of library and resource usage	Maintains accurate, current, and easily accessible records such as a current catalog of resources; circulation records; an inventory of equipment; and statistics of library and resource usage
Examples	*SLMS is unable to determine who has checked out the To Kill a Mockingbird audio-book.*	*SLMS seldom runs collection development reports so has an inaccurate assessment of the collection's age.*	*SLMS provides an annual report to the principal that includes library and resource usage statistics.*	*SLMS furnishes administrators with annual report of statistics and activities and is able to make correlations to student achievement and district goals.*

September 29, 2013

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 2,4,7]

	Ineffective	Developing	Skilled	Accomplished
DEVELOPING AND MAINTAINING A COLLECTION OF RESOURCES	Designs and develops a library program that is incoherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Fails to periodically inventory the library. Fails to use an online integrated library system when it is available.	Designs and develops a library program that is minimally coherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Inconsistently inventories the library. Inconsistently uses an online integrated library system when it is available.	Designs and develops a library program that is coherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Consistently inventories the library. Consistently uses an online integrated library system when it is available.	Designs and develops a library program that is exceptionally coherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Regularly inventories the library Demonstrates mastery in the use of an online integrated library system.

Examples	*SLMS does not use review sources for material selection. SLMS makes no effort to participate in professional activities outside of school-sponsored in-service activities to learn about resources for instruction, organization and management of the collection.*	*SLMS uses review sources some of the time. SLMS makes limited effort to participate in professional activities outside of district-sponsored events to learn about resources for instruction, organization, and management of the collection.*	*SLMS uses review sources that may include, but are not limited to AASL booklists, School Library Journal, Booklist, VOYA, Kirkus, Newbery-Caldecott Awards. SLMS is a member of several school library associations (e.g., OELMA, AASL, ALA). SLMS attends professional library or technology conferences (e.g., eTech, ISTE, OELMA, Dublin Literacy) to learn about resources for instruction, organization, and management of the collection.*	*SLMS uses knowledge of resources for instruction, organization, and management of the collection to present at professional conferences OR is published in the field.*

EachChildOurFuture

Professional Growth Plan

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

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

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

Choose the **Domain(s)** aligned to the goal(s).

☐ Focus for Learning
☐ Knowledge of Students
☐ Lesson Delivery
☐ Classroom Environment
☐ Assessment of Student Learning
☐ Professional Responsibilities

Goal Statement(s) Demonstrating Performance on ***Ohio Standards for the Teaching Profession***	Action Steps & Resources to Achieve Goal(s)	Qualitative or Quantitative Measurable Indicators: Evidence Indicating Progress on the Goal(s)	Dates Discussed

Describe the alignment to district and/or building improvement plan(s):

Comments:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Ohio Department of Education

Ohio School Counselor Evaluation System

Professional Growth Plan

Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: Evaluator Name: ☐ Self-Directed ☐ Collaborative

Goal One

*Choose the **Standard(s)** aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.*

☐ Comprehensive School Counseling Program Plan
☐ Direct Services for Academic, Career, and Social/Emotional Development
☐ Indirect Services
☐ Evaluation and Data
☐ Leadership and Advocacy
☐ Professional Responsibility, Knowledge & Growth

Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Goal Two

*Choose the domain(s) aligned to the **Metric of Student Outcomes** goal.*

☐ Academic ☐ College/Career ☐ Social/Emotional

Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

05/12/2016

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____

Building: _____

Date of Improvement Plan Conference: _____

A written Improvement Plan is to be developed when an educator has a Final Holistic Rating of **Ineffective**. The notice requirements for being placed on an Improvement Plan, the components of the plan and the implementation process for the plan may be subject to the terms of a collective bargaining agreement.

The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

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

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

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

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

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

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

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

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

Comments:

Date for Improvement Plan to be evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

- ☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance.
- ☐ The Improvement Plan should continue for time specified: _____
- ☐ Dismissal is recommended.

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Ohio School Counselor Evaluation System

Improvement Plan

Improvement Plan

Written improvement plans are to be developed when a school counselor receives an overall Ineffective rating. In addition, districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

School Counselor Name:
School Year:
Date of Improvement Plan Conference:
Building:

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for School Counselors*. Attach documentation.

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

Section 2: Desired Level of Performance – List specific measurable goals to improve performance. Indicate what each goal will measure.

Goal(s)	Level of Performance Specifically Describe Successful Improvement Target(s)	Starting Date	Ending Date

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that the school counselor must take to improve his or her performance. Indicate the sources of evidence that the evaluator will use to document completion of the improvement plan.	
Actions to be Taken	Sources of Evidence that Will Be Examined

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

Date for this Improvement Plan to Be Evaluated:

School Counselor's Signature: _____ Date:

Evaluator's Signature: _____ Date:

Improvement Plan: Evaluation of Plan

School Counselor Name: Date of Evaluation:
School Year: Building:

The improvement plan will be evaluated at the end of the time specified in the plan and will result in one of the following actions:

- ☐ Improvement demonstrated and professional standards met a satisfactory level of performance.
- ☐ Continue with the Improvement Plan for a specified amount of time. Date:
- ☐ Recommend dismissal.

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

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

School Counselor's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

* The level of performance varies depending on school counselor's years of experience.

Classroom Walkthrough: General Form

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

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

Directions: This form serves as a record of walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one walkthrough. This record, along with records of additional walkthroughs, will be used to inform the summative evaluation of the teacher.

EVALUATOR OBSERVATIONS	
☐ Instruction is developmentally appropriate	☐ Lesson content is linked to previous and future learning
☐ Learning outcomes and goals are clearly communicated to students	☐ Classroom learning environment is safe and conducive to learning
☐ Varied instructional tools and strategies reflect student needs and learning objectives	☐ Teacher provides students with timely and responsive feedback
☐ Content presented is accurate and grade appropriate	☐ Instructional time is used effectively
☐ Teacher connects lesson to real-life applications	☐ Routines support learning goals and activities
☐ Instruction and lesson activities are accessible and challenging for students	☐ Multiple methods of assessment of student learning are utilized to guide instruction
☐ Other:	☐ Other:

Evaluator Summary Comments:

Recommendations for Focus of Walkthroughs:

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

Your summary of benefits

Anthem

Anthem® Blue Cross and Blue Shield

EPC - Antwerp PPO

Your Network: Blue Access PPO

Effective Date 1/1/2025

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Overall Deductible	$500 person / $1,000 family	$1,000 person / $2,000 family
Out-of-Pocket Limit	$2,500 person / $5,000 family	$5,000 person / $10,000 family
The family deductible and out-of-pocket maximum are embedded meaning the cost shares of one family member will be applied to both the individual deductible and individual out-of-pocket maximum; in addition, amounts for all covered family members apply to both the family deductible and family out-of-pocket maximum. No one member will pay more than the individual deductible and individual out-of-pocket maximum.		
Preventive Care / Screening / Immunization	No charge	40% coinsurance after deductible is met
Doctor Home and Office Services		
Primary Care Visit *When Allergy injections are billed separately by network providers, the member is responsible for a $5 copay. When billed as part of an office visit, there is no additional cost to the member for the injection.*	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Specialist Care Visit *When Allergy injections are billed separately by network providers, the member is responsible for a $5 copay. When billed as part of an office visit, there is no additional cost to the member for the injection.*	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Prenatal and Post-natal Care	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Other Practitioner Visits:		
Medical Chats - *within our mobile app*	No Applicable	Not Applicable
Retail Health Clinic	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Preferred On-line Visit *Includes Mental/Behavioral Health and Substance Abuse*	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Other Participating Provider On-line Visit *Includes Mental/Behavioral Health and Substance Abuse*	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Manipulation Therapy *Coverage is limited to 12 visits per benefit period.*	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Other Services in an Office:		
Allergy Testing	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Chemo/Radiation Therapy	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Dialysis/Hemodialysis	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Prescription Drugs - *Dispensed in the office*	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Diagnostic Services **Lab:**		
Office	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Outpatient Hospital	20% coinsurance after deductible is met	40% coinsurance after deductible is met
X-Ray:		
Office	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Outpatient Hospital	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Advanced Diagnostic Imaging:		
Office	20% coinsurance after deductible is met	40% coinsurance after deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Outpatient Hospital	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Emergency and Urgent Care		
Urgent Care *When Allergy injections are billed separately by network providers, the member is responsible for a $5 copay. When billed as part of an office visit, there is no additional cost to the member for the injection.*	$75 copay per visit deductible does not apply	40% coinsurance after deductible is met
Emergency Room Facility Services *Copay waived if admitted.*	$150 copay per visit deductible does not apply	Covered as In-Network
Emergency Room Doctor and Other Services	No charge	Covered as In-Network
Ambulance	No charge	Covered as In-Network
Outpatient Mental/Behavioral Health and Substance Abuse		
Doctor Office Visit	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Facility Visit:		
Facility Fees	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Doctor Services	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Outpatient Surgery		
Facility Fees:		
Hospital	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Doctor and Other Services:		
Hospital	20% coinsurance after deductible is met	40% coinsurance after deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Hospital (Including Maternity, Mental / Behavioral Health, Substance Abuse):		
Facility Fees	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Human Organ and Tissue Transplants *Kidney and Cornea are treated the same as any other illness and subject to the medical benefits.*	No charge	50% coinsurance after deductible is met
Doctor and other services	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Recovery & Rehabilitation		
Home Health Care *Coverage is limited to 100 visits. Limits are combined for all home health services.*	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Rehabilitation services:		
Office *Coverage for Occupational Therapy, Physical Therapy is limited to 60 visits combined per benefit period and Speech Therapy is limited to 20 visits per benefit period. Limit is combined for rehabilitative and habilitative services.*	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Outpatient Hospital *Coverage for Occupational Therapy, Physical Therapy is limited to 60 visits per benefit period and Speech Therapy is limited to 20 visits per benefit period. Limit is combined for rehabilitative and habilitative services.*	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Cardiac rehabilitation		
Office *Coverage is limited to 36 visits per benefit period.*	$20 copay per visit deductible does not apply	40% coinsurance after deductible is met
Outpatient Hospital *Coverage is limited 36 visits per benefit period.*	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Skilled Nursing Care (facility) *Coverage for Skilled Nursing is limited to 90 days and Inpatient Rehabilitation facility (includes services in an outpatient day rehabilitation program) is limited to 60 days per benefit period.*	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Hospice	0% coinsurance after deductible is met	0% coinsurance after deductible is met

Covered Medical Benefits	Cost if you use an In-Network Provider	Cost if you use a Non-Network Provider
Durable Medical Equipment	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Prosthetic Devices	20% coinsurance after deductible is met	40% coinsurance after deductible is met
Prescription Drugs: **Administered by CVS/Caremark**	See Your Prescription Benefit Plan Summary	See Your Prescription Benefit Plan Summary

Notes:

- Dependent age: to end of the month in which the child attains age 26.
- Members are encouraged to always obtain prior approval when using non-network providers. Precertification will help the member know if the services are considered not medically necessary.
- All medical deductibles, copayments and coinsurance apply toward the out-of-pocket maximum (excluding Non-Network Human Organ and Tissue Transplant (HOTT) Services).
- No charge means no deductible/copayment/coinsurance up to the maximum allowable amount. 0% means no coinsurance up to the maximum allowable amount. However, when choosing a Non-network provider, the member is responsible for any balance due after the plan payment.
- If your plan includes out-of-network benefits, In-network and out-of-network deductibles, copayments, coinsurance and out-of-pocket maximum amounts are separate and do not accumulate toward each other.
- The Primary Care Physician and Specialist office visit copay applies to both office and facility based office visits for evaluation and management services only.
- Costs may vary by the site of service. Other cost shares may apply depending on services provided. Check your Certificate of Coverage for details.
- * Your cost share may be reduced when services are provided in a PCP's office.
- Benefit Period = Calendar Year.
- If you have receive Urgent Care at an Outpatient Facility (e.g., Hospital or Ambulatory Surgical Facility), benefits for Covered Services will be paid under "Outpatient Facility Services" which is generally coinsurance or coinsurance after your deductible is met.

This summary of benefits is a brief outline of coverage, designed to help you with the selection process. This summary does not reflect each and every benefit, exclusion and limitation which may apply to the coverage. For more details, important limitations and exclusions, please review the formal Evidence of Coverage (EOC). If there is a difference between this summary and the Evidence of Coverage (EOC), the Evidence of Coverage (EOC), will prevail.

Your Plan: Anthem Blue Access PPO

Your Network: Blue Access PPO

This summary of benefits is intended to be a brief outline of coverage. The entire provisions of benefits and exclusions are contained in the Group Contract, Certificate, and Schedule of Benefits. In the event of a conflict between the Group Contract and this description, the terms of the Group Contract will prevail.

Anthem Blue Cross and Blue Shield is the trade name of Community Insurance Company. Independent licensee of the Blue Cross and Blue Shield Association. ® ANTHEM is a registered trademark of Anthem Insurance Companies, Inc. The Blue Cross and Blue Shield names and symbols are registered marks of the Blue Cross and Blue Shield Association.

Questions: (833) 639-1634 or visit us at www.anthem.com
OH/LG/Anthem Blue Access PPO

Language Access Services:

Get help in your language

Curious to know what all this says? We would be too. Here's the English version:
If you have any questions about this document, you have the right to get help and information in your language at no cost. To talk to an interpreter, call (833) 639-1634

Separate from our language assistance program, we make documents available in alternate formats for members with visual impairments. If you need a copy of this document in an alternate format, please call the customer service telephone number on the back of your ID card.

(TTY/TDD: 711)

Arabic (العربية): إذا كان لديك أي استفسارات بشأن هذا المستند، فيحق لك الحصول على المساعدة والمعلومات بلغتك دون مقابل. للتحدث إلى مترجم، اتصل على 639-1634 (833) .

Armenian (հայերեն). Եթե այս փաստաթղթի հետ կապված հարցեր ունեք, դուք իրավունք ունեք անվճար ստանալ օգնություն և տեղեկատվություն ձեր լեզվով: Թարգմանչի հետ խոսելու համար զանգահարեք հետևյալ հեռախոսահամարով՝ (833) 639-1634:

Chinese(中文)：如果您對本文件有任何疑問，您有權使用您的語言免費獲得協助和資訊。如需與譯員通話，請致電(833) 639-1634。

Farsi (فارسی) : در صورتی که سؤالی پیرامون این سند دارید، این حق را دارید که اطلاعات و کمک را بدون هیچ هزینه ای به زبان مادری‌تان دریافت کنید. برای گفتگو با یک مترجم شفاهی، با شماره 639-1634 (833) تماس بگیرید.

French (Français) : Si vous avez des questions sur ce document, vous avez la possibilité d'accéder gratuitement à ces informations et à une aide dans votre langue. Pour parler à un interprète, appelez le (833) 639-1634.

Haitian Creole (Kreyòl Ayisyen): Si ou gen nenpòt kesyon sou dokiman sa a, ou gen dwa pou jwenn èd ak enfòmasyon nan lang ou gratis. Pou pale ak yon entèprèt, rele (833) 639-1634.

Italian (Italiano): In caso di eventuali domande sul presente documento, ha il diritto di ricevere assistenza e informazioni nella sua lingua senza alcun costo aggiuntivo. Per parlare con un interprete, chiami il numero (833) 639-1634.

Japanese (日本語):この文書についてなにかご不明な点があれば、あなたにはあなたの言語で無料で支援を受け情報を得る権利があります。 通訳と話すには、(833) 639-1634 にお電話ください。

Language Access Services:

Korean (한국어): 본 문서에 대해 어떠한 문의사항이라도 있을 경우, 귀하에게는 귀하가 사용하는 언어로 무료 도움 및 정보를 얻을 권리가 있습니다. 통역사와 이야기하려면(833) 639-1634로 문의하십시오.

Navajo (Diné): Dii naaltsoos bíká'igíí łahgo bína'idilkidgo ná bohónéedzą́ dóó bee ahóót'i' t'áá ni nizaad k'ehjí bee nił hodoonih t'áadoo bą́ą́h ílínígóó. Ata' halne'igíí ła' bich'į' hadeesdzih ninízingo koji' hodiilnih (833) 639-1634.

Polish (polski): W przypadku jakichkolwiek pytań związanych z niniejszym dokumentem masz prawo do bezpłatnego uzyskania pomocy oraz informacji w swoim języku. Aby porozmawiać z tłumaczem, zadzwoń pod numer: (833) 639-1634.

Punjabi (ਪੰਜਾਬੀ): ਜੇ ਤੁਹਾਡੇ ਇਸ ਦਸਤਾਵੇਜ਼ ਬਾਰੇ ਕੋਈ ਸਵਾਲ ਹੁੰਦੇ ਹਨ ਤਾਂ ਤੁਹਾਡੇ ਕੋਲ ਮੁਫ਼ਤ ਵਿੱਚ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਮਦਦ ਅਤੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਦਾ ਅਧਿਕਾਰ ਹੁੰਦਾ ਹੈ। ਇੱਕ ਦੁਭਾਸ਼ੀਏ ਨਾਲ ਗੱਲ ਕਰਨ ਲਈ, (833) 639-1634 ਤੇ ਕਾਲ ਕਰੋ।

Russian (Русский): если у вас есть какие-либо вопросы в отношении данного документа, вы имеете право на бесплатное получение помощи и информации на вашем языке. Чтобы связаться с устным переводчиком, позвоните по тел. (833) 639-1634.

Spanish (Español): Si tiene preguntas acerca de este documento, tiene derecho a recibir ayuda e información en su idioma, sin costos. Para hablar con un intérprete, llame al (833) 639-1634.

Tagalog (Tagalog): Kung mayroon kang anumang katanungan tungkol sa dokumentong ito, may karapatan kang humingi ng tulong at impormasyon sa iyong wika nang walang bayad. Makipag-usap sa isang tagapagpaliwanag, tawagan ang (833) 639-1634.

Vietnamese (Tiếng Việt): Nếu quý vị có bất kỳ thắc mắc nào về tài liệu này, quý vị có quyền nhận sự trợ giúp và thông tin bằng ngôn ngữ của quý vị hoàn toàn miễn phí. Để trao đổi với một thông dịch viên, hãy gọi (833) 639-1634.

It's important we treat you fairly

That's why we follow federal civil rights laws in our health programs and activities. We don't discriminate, exclude people, or treat them differently on the basis of race, color, national origin, sex, age or disability. For people with disabilities, we offer free aids and services. For people whose primary language isn't English, we offer free language assistance services through interpreters and other written languages. Interested in these services? Call the Member Services number on your ID card for help (TTY/TDD: 711). If you think we failed to offer these services or discriminated based on race, color, national origin, age, disability, or sex, you can file a complaint, also known as a grievance. You can file a complaint with our Compliance Coordinator in writing to Compliance Coordinator, P.O. Box 27401, Mail Drop VA2002-N160, Richmond, VA 23279. Or you can file a complaint with the U.S. Department of Health and Human Services, Office for Civil Rights at 200 Independence Avenue, SW; Room 509F, HHH Building; Washington, D.C. 20201 or by calling 1-800-368-1019 (TDD: 1- 800-537-7697) or online at https://ocrportal.hhs.gov/ocr/portal/lobby.jsf. Complaint forms are available at http://www.hhs.gov/ocr/office/file/index.html.

Here's an overview of your CVS Caremark benefits.

Antwerp PPO 500 Plan - 1/1/2025

If you have any questions about your prescription plan or costs, call us at 1-888-202-1654. We can help any time after your plan starts. For TDD assistance, please call 1-800-863-5488.

	Short-Term Medicines CVS Caremark Retail Pharmacy Network (Up to a 30-day supply)	**Long-Term Medicines** CVS Caremark Mail Service (up to a 90-day supply) or CVS Pharmacy locations (up to a 90-day supply)
Generic Medicines Always ask your doctor if there's a generic option available. It could save you money.	**$15** for a generic medicine	**$30** for a generic medicine
Preferred Brand-Name Medicines If a generic is not available or appropriate, ask your doctor to prescribe from your plan's preferred drug list.	**$40** for a preferred brand-name medicine	**$80** for a preferred brand-name medicine
Non-Preferred Brand-Name Medicines Drugs that aren't on your plan's preferred list will cost more.	**$80** for a non-preferred brand-name medicine	**$160** for a non-preferred brand-name medicine
Specialty Medications	**30% coinsurance OR $0 copay with PrudentRx** *Specialty medications are required to be filled through CVS Specialty Mail Order Pharmacy or at a retail CVS/pharmacy. Please contact Customer Care toll-free at 1-888-202-1654 for questions or to get started today.	
Maximum Out-of-Pocket	**$4,100 per individual / $8,200 per family**	
Prior Authorization	**Certain medications may require prior authorization. Please contact Customer Care toll-free at 1-888-202-1654 or visit www.caremark.com for verification of prior authorization requirements.**	

Copayment, copay or coinsurance means the amount a plan member is required to pay for a prescription in accordance with a Plan which may be a deductible, a percentage of the prescription price, a fixed amount or other charge, with the balance, if any, paid by a Plan.
Your feedback is important as it helps us improve our service. Please contact us with any questions or concerns at 1-888-202-1654.
Your privacy is important to us. Our employees are trained regarding the appropriate way to handle private health information.

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Your privacy is important to us. Our employees are trained regarding the appropriate way to handle your private health information.

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PrudentRx Copay Program for Specialty Medications

Get Specialty Medications at No Cost to You

If you're taking specialty medications for a chronic or complex situation (like multiple sclerosis, rheumatoid arthritis or cancer), you know how costly they can be – and that the cost continues to rise. Because we want to make sure you can get the medications you need at an affordable cost, we're pleased to offer a new program that reduces your out-of-pocket cost for specialty medications to $0.

Pay $0 with The Prudent Rx Copay Program

We're working with PrudentRx to offer The PrudentRx Copay Program as part of your prescription benefit plan. To participate, all you need to do is enroll. You'll pay $0 for any medications on the Specialty Drug List for as long as you're enrolled.

PrudentRx works with manufacturers to get copay card assistance for your medication. Once you get started, they'll manage enrollment and renewals on your behalf. But even if there's no copay card program available for your medication, your cost will be $0 for as long as you are enrolled in the program.

Getting started is easy

If you take a specialty medication on the Specialty Drug List, call PrudentRx at 1-800-578-4403, Monday through Friday, from 8 a.m. to 8 p.m. EST to enroll – it only takes about 10 minutes. If they don't hear from you, a PrudentRx Advocate may give you a call. If you don't currently take a specialty medication, but your doctor prescribes one, you can enroll at any time. Participation is voluntary, but you will pay more for your specialty medications if you choose not to enroll in the program.

If you are taking a specialty medication, watch your mailbox for more information on The PrudentRx Copay Program and changes to your plan. If you have any questions, you can call PrudentRx at the number above.

Notice of Nondiscrimination

Federal civil rights laws prohibit certain health programs and activities from discriminating on the basis of race, color, national origin, age, disability, or sex. The laws apply to health programs and activities that receive funding from the Federal government, are administered by a Federal agency or are offered on a public Health Insurance Marketplace. Health plans that are subject to the laws include Medicare Part D plans, Medicaid plans, health plans offered by issuers on Health Insurance Marketplaces, and certain employee health benefit plans. If you have questions about whether these Federal civil rights laws apply to your plan, please contact your health plan at the number in your benefit plan materials.

If your health plan is subject to these Federal civil rights laws, it complies with the laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex and does not exclude people or treat them differently because of race, color, national origin, age, disability, or sex.

Your health plan:

- Provides appropriate aids and services, free of charge, when necessary to ensure that people with disabilities have an equal opportunity to communicate effectively with us, such as:
  - Auxiliary aids and services
  - Written information in other formats (large print, audio, accessible electronic formats, other formats)

- Provides language assistance services, free of charge, when necessary to provide meaningful access to people whose primary language is not English, such as:
  - Qualified interpreters
  - Information written in other languages

If you need these services, call Customer Care at the phone number on your benefit ID card.

If you believe these services have not been appropriately provided to you or you have been discriminated against on the basis of race, color, national origin, age, disability, or sex, you can file a grievance by mail, fax, or email with your health plan's Civil Rights Coordinator.

You may also contact Customer Care and we will direct your grievance to your health plan's Civil Rights Coordinator:

Nondiscrimination Grievance Coordinator
PO BOX 6590, Lee's Summit, MO 64064-6590
Phone: 1-866-526-4075
TTY: 1-800-863-5488
Fax: 1-855-245-2135
Email: nondiscrimination@cvscaremark.com

If you need additional help filing a grievance, your health plan's Civil Rights Coordinator is available to help you.

You can also file a civil rights complaint with the U.S. Department of Health and Human Services, Office for Civil Rights electronically through the Office for Civil Rights Complaint Portal, available at https://ocrportal.hhs.gov/ocr/portal/lobby.jsf or by mail or phone at:

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Room 509F, HHH Building
Washington, DC 20201
1-800-368-1019, 1-800-537-7697 (TDD)

Complaint forms are available at http://www.hhs.gov/ocr/office/file/index.html.

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DELTA DENTAL

Delta Dental PPO™ (Point-of-Service)
Summary of Dental Plan Benefits
For Group# 5630-1180, 1189
Antwerp Local Schools

This Summary of Dental Plan Benefits should be read along with your Certificate. Your Certificate provides additional information about your Delta Dental plan, including information about plan exclusions and limitations. If a statement in this Summary conflicts with a statement in the Certificate, the statement in this Summary applies to you and you should ignore the conflicting statement in the Certificate. The percentages below are applied to Delta Dental's allowance for each service and it may vary due to the dentist's network participation.*

Control Plan – Delta Dental of Ohio

Benefit Year – October 1 through September 30

Covered Services –

	Delta Dental PPO™ Dentist	Delta Dental Premier* Dentist	Nonparticipating Dentist
	Plan Pays	Plan Pays	Plan Pays*
Diagnostic & Preventive			
Diagnostic and Preventive Services – exams, cleanings, fluoride, and space maintainers	100%	100%	100%
Emergency Palliative Treatment – to temporarily relieve pain	100%	100%	100%
Sealants – to prevent decay of permanent teeth	100%	100%	100%
Brush Biopsy – to detect oral cancer	100%	100%	100%
Bitewing Radiographs – bitewing X-rays	100%	100%	100%
Basic Services			
All Other Radiographs – other X-rays	80%	80%	80%
Minor Restorative Services – fillings and crown repair	80%	80%	80%
Endodontic Services – root canals	80%	80%	80%
Periodontic Services – to treat gum disease	80%	80%	80%
Oral Surgery Services – extractions and dental surgery	80%	80%	80%
Other Basic Services – misc. services	80%	80%	80%
Relines and Repairs – to prosthetic appliances	80%	80%	80%
Major Services			
Major Restorative Services – crowns	60%	60%	60%
Prosthodontic Services – bridges, implants, dentures, and crowns over implants	60%	60%	60%
Orthodontic Services			
Orthodontic Services – braces	60%	60%	60%
Orthodontic Age Limit –	No Age Limit	No Age Limit	No Age Limit

* When you receive services from a Nonparticipating Dentist, the percentages in this column indicate the portion of Delta Dental's Nonparticipating Dentist Fee that will be paid for those services. This amount may be less than what the Dentist charges or Delta Dental approves and you are responsible for that difference.

- Oral exams (including evaluations by a specialist) are payable twice per calendar year.
- Prophylaxes (cleanings) are payable twice per calendar year.
- People with specific at-risk health conditions may be eligible for additional prophylaxes (cleanings) or fluoride treatment. The patient should talk with his or her dentist about treatment.
- Fluoride treatments are payable twice per calendar year with no age limit.
- Benefits for bitewing X-rays are unlimited. Full mouth X-rays (which include bitewing X-rays) or a panorex are payable once in any three-year period.
- Sealants are payable once per tooth per three-year period for permanent bicuspids and molars for people age 13 and under. The surface must be free from decay and restorations.
- Veneers are payable on incisors, cuspids, and bicuspids once per tooth in any five-year period.
- Composite resin (white) restorations are payable on posterior teeth.
- Porcelain and resin facings on crowns are optional treatment on posterior teeth.
- Implants are payable once per tooth in any five-year period. Implant related services are Covered Services.

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- Crowns over implants are payable once per tooth in any five-year period. Services related to crowns over implants are Covered Services.
- Occlusal guards are payable once in any three-year period.
- People with special health care needs may be eligible for additional services including exams, hygiene visits, and dental case management. Special health care needs include any physical, developmental, mental, sensory, behavioral, cognitive, or emotional impairment or limiting condition that requires medical management, healthcare intervention, and/or use of specialized services or programs. The condition may be congenital, developmental, or acquired through disease, trauma, or environmental cause and may impose limitations in performing daily self-maintenance activities or substantial limitations in major life activity.

Having Delta Dental coverage makes it easy for you to get dental care almost everywhere in the world! You can now receive expert dental care when you are outside of the United States through our Passport Dental program. This program gives you access to a worldwide network of dentists and dental clinics. English-speaking operators are available around the clock to answer questions and help you schedule care. For more information, check our Web site or contact your benefits representative to get a copy of our Passport Dental information sheet.

Maximum Payment – $2,500 per Member total per Benefit Year on all services except orthodontic services. $1,000 per Member total per lifetime on orthodontic services.

Payment for Orthodontic Service – When orthodontic treatment begins, your Dentist will submit a payment plan to Delta Dental based upon your projected course of treatment. In accordance with the agreed upon payment plan, Delta Dental will make an initial payment to you or your Participating Dentist equal to Delta Dental's stated Copayment on 30% of the Maximum Payment for Orthodontic Services as set forth in this Summary of Dental Plan Benefits. Delta Dental will make additional payments as follows: Delta Dental will pay 60% of the per monthly fee charged by your Dentist based upon the agreed upon payment plan provided by Delta Dental to your Dentist.

Deductible – $25 Deductible per Member total per Benefit Year limited to a maximum Deductible of $50 per family per Benefit Year. The Deductible does not apply to diagnostic and preventive services, emergency palliative treatment, brush biopsy, bitewing X-rays, sealants, and orthodontic services.

Waiting Period – Enrollees who are eligible for Benefits are covered on the date of hire.

Eligible People – All regularly scheduled to work employees of the Contractor, subject to the board contract who choose the dental plan (1180) and COBRA (Consolidated Omnibus Budget Reconciliation Act of 1985) enrollees (1189).

Also eligible are your Spouse and your Children to the end of the month in which they turn 26, including your Children who are married, who no longer live with you, who are not your Dependents for Federal income tax purposes, and/or who are not permanently disabled.

Enrollees and dependents choosing this plan are required to remain enrolled for a minimum of 12 months. Should an Enrollee or Dependent choose to drop coverage after that time, he or she may not re-enroll prior to the date on which 12 months have elapsed. Dependents may only enroll if the Enrollee is enrolled (except under COBRA) and must be enrolled in the same plan as the Enrollee. An election may be revoked or changed at any time if the change is the result of a qualifying event as defined under Internal Revenue Code Section 125.

Coordination of Benefits – If you and your Spouse are both eligible to enroll in This Plan as Enrollees, you may be enrolled as both an Enrollee on your own application and as a Dependent on your Spouse's application. Your Dependent Children may be enrolled on both your and your Spouse's applications as well. Delta Dental will coordinate benefits between your coverage and your Spouse's coverage.

Benefits will cease on the last day of the month in which your employment is terminated.