Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936
Wed, 10/22/2025 11:35:27 AM SERB
2023-01
25-MED-04-0547
46058

COLLECTIVE BARGAINING AGREEMENT

BETWEEN

THE CRESTVIEW LOCAL BOARD OF EDUCATION

AND

THE CRESTVIEW TEACHERS ASSOCIATION

Effective July 1, 2025 through June 30, 2028

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Table of Contents

Page

ARTICLE I PROFESSIONAL NEGOTIATIONS AGREEMENT....1
100 Preamble....1
101 Recognition....1
102 Principles....1
103 Scope of Negotiations....2
104 Initiation of Negotiations and Timeline for the Bargaining Process....2
105 Representation....2
106 While Negotiations are in Progress....3
107 Agreement....4
108 Disagreement....5
109 Definitions....5

ARTICLE II GRIEVANCE PROCEDURE....7
200 Introduction....7
201 Definitions....7
202 Time Limit....7
203 Rights of the Grievant and the Association....8
204 Grievance Procedure....8
205 Selection of the Arbitrator....9
206 Authority of the Arbitrator....9
207 Costs of Arbitration....9
208 Miscellaneous....9
209 Personal Complaints....10
210 Representation....10

ARTICLE III LEAVE PROVISION....11
300 Sick Leave....11
301 Sick Leave Donation for Emergency/Catastrophic Illness....12
302 Personal Leave....13
303 Professional Leave....13
304 Court Leave....14
305 Leave of Absence....14
306 Unpaid Leave....16
307 Assault Leave....16
308 Association Leave....16
309 Family and Medical Leave....17
310 Athletic Leave....18
311 Supplemental Leave....19

ARTICLE IV MEMBER OBSERVATION/EVALUATION....20
400 Purpose....20
401 Evaluation for OTES 2.0 Teachers....20
402 Evaluation for School Counselors....36

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

403 Procedures of Evaluation for Non-OTES Teachers....45
404 Observations....47
405 Identification of Deficiencies....48
406 Finalization of Evaluation....48
407 Joint Evaluation Committee....50
408 Provision Supersedes ORC Sections....51

ARTICLE V TEACHING CONDITIONS....52
500 Member Workday....52
501 Preparation Time....52
502 Class Size/Work Load....53
503 Professional Work Center....56
504 Teacher Substitution....56
505 Parent Complaint Procedure....56
506 Employment Practices....57
507 Academic Freedom....57
508 Purchase of Prior STRS Service Credit through Payroll Deduction....57
509 Teaching Conditions....57
510 College Course Offerings/College Credit Plus (CCP)....58
511 School Year Days to Hours and Calamity....58
512 Preschool Teachers....58

ARTICLE VI CONTRACTS....60
600 Assignments....60
601 Transfer....60
602 Position Openings....60
603 Individual Member's Contract....61
604 Supplemental Limited Contracts....62
605 Reduction in Force....64
606 Personnel Files....67
607 Just Cause Provision....69

ARTICLE VII SOLE AND EXCLUSIVE RIGHTS OF THE ASSOCIATION....70
700 Extended to Association/NEA/OEA/NCOEA....70
701 Right to Fair Share Fee....71

ARTICLE VIII SALARY AND FRINGE BENEFITS....74
800 Regular Salary....74
801 Payment Plan....74
802 Salary Schedule and Index....75
C. 2026-2027 Salary Schedule....77
D. 2027-2028 Salary Schedule....78
803 Placement on Schedule....79
804 Severance Pay....79
805 Severance Upon Death....79
806 Additional Hours Attained....80

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

807 Hospitalization/Major Medical Insurance....80
808 Dental Insurance....80
809 Term Life Insurance....82
810 General Provisions....82
811 STRS Pick-Up....82
812 Tax Shelter Annuities (TSA)....83
813 Tuition Reimbursement....84
814 Supplemental Salary – Extra Duty Assignments....84
815 Waiver of Tuition for Employee's Children....87

ARTICLE IX COMMITTEES....88
900 Communication Committees....88
901 Local Professional Development Committee (LPDC)....88
902 Other Committees....89
903 Committee Pay for Members....89

ARTICLE X DEFINITIONS....90
1000 Seniority....90
1001 Day(s) as used in this Collective Bargaining Agreement shall mean school days (as defined in Article 201) unless specified as calendar days....91

ARTICLE XI EFFECTS AND DURATION OF CONTRACT....92
1100 Effects of Contract....92
1101 Terms and Conditions....92
1102 Personnel Policies and Practices....92
1103 Amendment Procedure....92
1104 Copies of Contract....92
1105 Severability....92
1106 Term of Contract....93
1107 Agreement....93

APPENDICES....94

APPENDIX A Grievance Report Form....94

APPENDIX B Leave Request Form....97

APPENDIX C Leave of Absence Form....98

APPENDIX D Severance Payment Form....99

APPENDIX E Waiver of Representative Rights....100

APPENDIX F- EVALUATION – OBSERVATION INSTRUMENT (Form A)....101

APPENDIX F Plan for Teacher Improvement (Form B)....103

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX G Application for Family and Medical Leave....105

APPENDIX H Tuition Reimbursement....106

APPENDIX I Approval for Additional Compensation....107

APPENDIX J-1 Teacher's Contract – Continuing....108

APPENDIX J-2 Teacher's Contract - Limited....109

APPENDIX J-3 Limited Contract – Supplemental Duties....110

APPENDIX J-4 Notice as to Teacher's Salary....111

APPENDIX K Employment of Retired Teachers....112

APPENDIX L OTES Evaluation Forms....113
Form 1 – Self-Assessment....113
Form 2 – Professional Growth Plan....114
Form 3 – Classroom Walkthroughs and Informal Observation....115
Form 4 – Assessment of Teacher Performance....117
Form 5 – Planning for the Post-Observation Conference....125
Form 6 – Final Summative Rating....126
Form 7 – Improvement Plan....128
Form 8 – Improvement Pathway Plan....131

APPENDIX M OSCES Evaluation Forms....134
Form 1 – Self-Assessment....134
Form 2 – Professional Growth Plan....138
Form 3 – Student Metrics....139
Form 4 – Informal Observations....141
Form 5 – Pre- and Post- Conference Questions....142
Form 6 – Assessment of School Counselor Performance....143
Form 7 – Planning for the Post-Observation Conference....149
Form 8 – Final Summative Rating....150
Form 9 – Improvement Plan....151

STATEMENT OF MUTUAL CONCERN: NEED FOR COLLABORATION....154

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE I PROFESSIONAL NEGOTIATIONS AGREEMENT

100 Preamble

The Board of Education of the Crestview Local School District, recognizing that providing an effective education for the children of the District is its primary purpose and that good morale in the teaching staff is essential to achieving that effectiveness, hereby adopts the following Agreement covering recognition of the Crestview Teachers Association (CTA) and the methods by which negotiations shall take place with said organization.

101 Recognition

The Crestview Board of Education, hereinafter referred to as the Board, recognizes the Crestview Teachers Association/OEA/NEA, hereinafter referred to as the Association, as the sole and exclusive bargaining representative of the certificated personnel, as defined by Ohio Revised Code (ORC) 3319.09, including those teachers who are on an approved leave of absence or in a lay-off status, except for management level employees and supervisors as defined in accordance with ORC 4117, and seasonal and casual employees.

Such recognition shall continue until such time that a new representative is recognized in accordance with the pertinent provisions of Chapter 4117 of the ORC.

The Association recognizes the Board as the locally elected body charged with the establishment of policies for public education in the Crestview Local School District and the employer of all certificated personnel of the school system.

The Association and the Board recognizes the Superintendent as the chief executive officer and primary professional advisor of the Board.

Both parties recognize that certificated personnel have the right to freely organize, to join, and to support any organization for their professional and/or economic improvement, and that membership in any organization shall not be required as a condition of employment. Such organization may set criteria for membership but may not exclude teachers as members on the basis of sex, marital status, race, creed, or national origin.

102 Principles

A. Attaining Objectives - Attainment of objectives of the education program of the Crestview Local School District requires mutual understanding and cooperation among the Board of Education, the Superintendent, and the Teaching Staff. Therefore, free and open exchange of views is desirable and necessary in the negotiations process.

B. Teaching Personnel - It is recognized that members of the teaching staff require specialized qualifications. The success of the educational program in the Crestview Local Schools depends upon the maximum utilization of the abilities of teachers

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

who are reasonably well satisfied with the conditions under which their services are rendered.

C. Rights of Minorities and Individuals - The legal rights inherent in the Revised Code of the State of Ohio and in the rulings and regulations of the Department of Education affecting teaching personnel are in no way abridged by this Agreement.

D. "Good Faith" Negotiations - "Good Faith" requires that the Association and the Board be willing to react to each other's proposals. If a proposal is unacceptable to one of the parties, that party is obligated to give its reasons. "Good Faith" requires both parties to recognize negotiations as a shared process.

103 Scope of Negotiations

Negotiable matters shall be all matters with respect to wages, hours, terms and conditions of employment and the continuation, modification, or deletion of an existing provision of a Collective Bargaining Agreement.

104 Initiation of Negotiations and Timeline for the Bargaining Process

A. Either the Board or the Association may cause negotiations for a successor Agreement to commence by giving written notification to the other party that it desires to open negotiations for the purpose of making modification(s) to the existing Collective Bargaining Agreement that will result in a new successor Agreement. Such notice by the Association shall be served on the Superintendent of Schools and notice by the Board shall be served on the President of the Association. The party initiating the negotiations shall forward to the State Employment Relations Board (hereinafter, SERB) a copy of the written notice to initiate negotiations and a copy of the current Collective Bargaining Agreement. The collective bargaining process shall commence no more than one hundred twenty (120) nor less than sixty (60) days prior to the expiration date of the existing Collective Bargaining Agreement and shall be at a mutually acceptable time within seven (7) days of the date that the initiating notice was served.

After negotiated packages are exchanged no additional issues shall be submitted by either party, unless agreed to by both parties.

B. The parties shall continue in full force and effect all the terms and conditions of the existing Collective Bargaining Agreement, without resort to strike or lockout, for a period of sixty (60) days after the party gives notice or until the expiration date of the Collective Bargaining Agreement, whichever occurs later.

105 Representation

Representation shall be limited to five (5) representatives each of the Board and of the Association with the chairperson of each team acknowledged as "official spokesperson." Upon agreement of both parties, there may be more than five (5) representatives. Neither

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

party in any negotiation shall have control over the selection of the representatives of the other party. Each team may select one (1) professional negotiator as a member of their respective negotiations team. Each team shall have full authority to make proposals, consider proposals, and make concessions during the course of negotiations. All negotiations shall be conducted exclusively between said teams. The parties may call upon professional and lay consultants to assist in all negotiations provided that during all negotiating meetings between the parties, such consultants shall be without the right to speak.

While no final Agreement shall be executed without ratification by the Association, 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.

Both parties agree to provide the other party with all available relevant data within a reasonable time.

106 <u>While Negotiations are in Progress</u>

A. The Association and the Board agree to confer in "good faith" in accordance with the laws of the State of Ohio.

B. The Association and the Board agree that all negotiations will be conducted in executive session.

C. The Association and the Board agree that each party will designate an official spokesperson to represent their committee, though all members of both committees may participate in negotiations.

D. The Association and the Board agree that each shall be represented at all negotiations meetings by a team of negotiators, not to exceed five (5) members per team. In addition to said team, each party shall be authorized to admit no more than two (2) observers to each meeting. Such observers shall be without the right to speak or to otherwise comment to either party.

E. The Association and the Board agree that the chairperson of either party may, independently, call for a caucus at any time during the negotiation session.

F. The Association and the Board agree that the process of tabling may be used. Tabling means "the temporary suspension of negotiation on a specific item."

G. The Association and the Board agree that either party may, at its discretion and with prior notification, bring into the negotiations any outside legal and professional advisors. Prior notification shall mean a written communication to the chairperson of the group to be informed. This communication must be received at least seventy-two (72) hours before the negotiating session at which the advisor will be present.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Receipt of such communication must be acknowledged in writing and returned within twenty-four (24) hours to the sender.

H. The Association and the Board agree that negotiating shall take place at a mutually acceptable site which may be the high school library.

I. The Association and the Board agree that all items which were submitted for negotiations and upon which tentative agreement is reached shall be reduced to writing and incorporated into a single tentative agreement. Such tentative agreement would be submitted to the ratification process described in Section 107.

J. The Association and the Board agree that definite dates for meetings and starting times shall be determined with the mutual consent of the teams. If the agreed upon dates and times fall during the school day, the members will be allowed negotiation leave time and a substitute teacher will be provided.

K. The Board shall make available to the Negotiating Committee of the Association for inspection all public records of the Crestview Local School System.

L. The Association and the Board agree that any attempt to coerce, to dominate, to censor, or to penalize any participant in these negotiations shall be recognized as a breach of "good faith."

M. The Association and the Board agree that as negotiation items receive tentative agreement they shall be reduced to writing and initialed by each party.

N. The Association and the Board agree that while negotiations are in progress any releases prepared for news media must be approved by both parties.

O. The length of bargaining meeting(s) shall be as determined by mutual agreement of the parties. Prior to the conclusion of a meeting the parties should determine the date, time, and agenda for next meeting.

107 Agreement

When an Agreement is reached through negotiations, the outcome shall be reduced to writing and submitted, in accordance with Article 106 Section I, to the Association and Board for formal approval.

Following ratification by the Association, the Board shall adopt a resolution setting forth the Agreement and the duration of its several parts. The Agreement shall then be signed by the parties and shall become part of the official minutes of the Board.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

108 Disagreement

The following alternative dispute settlement procedure shall replace ORC 4117.14 (C) (2) through 4117.14 (D) (1) as provided under ORC 4117.14 (C) (1) (f) in the negotiations for a successor contract.

If, in the course of negotiations, either or both parties determine(s) an impasse exists on terms not tentatively agreed upon, impasse may be declared. At this time, either party may request the assistance of a mediator through the Federal Mediation and Conciliation Service.

The mediator shall have the authority to call meetings and to meet with the team representatives of the Association and the Board. However, the mediator shall not have the authority to extend time limits of the current Agreement or bind any parties to any item of agreement, except by mutual agreement of both parties.

Mediation shall terminate with the expiration date of the Contract, or at the end of any mutually agreed upon extension(s), or at the settlement of the Agreement.

If mediation has not resulted in settlement by the expiration date of the Contract or any mutually agreed upon extension(s), then ORC 4117.14 (D) (2) and provisions thereafter shall apply.

109 Definitions

A. Board of Education - The Local Board of Education duly elected by the residents of the Local School District to serve as the policymaking body of the local public schools.

B. Caucus - A limited break in the negotiation session.

C. Consultants - Advisors to the negotiations team. Individuals due to special training, experience, and talents have abilities to assist in clarifying points under consideration and to assist in resolving misunderstandings. They shall have speaking privileges if mutually agreed upon.

D. Executive Session - A private meeting between the parties at interest in compliance with the Negotiated Agreement.

E. Good Faith - "Good Faith" requires that the Association and the Board be willing to react to each other's proposals. If a proposal is unacceptable to one of the parties, that party is obligated to give its reasons. "Good Faith" requires both parties to recognize negotiations as a shared process.

F. Impasse - Disagreement, a deadlock on a given item, or items, being negotiated. Impasse is reached when no further change of position by the members of the negotiating teams is taking place and agreement is not reached.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

G. To Bargain Collectively means to perform the mutual obligation of the Board, by its representatives, and the Association by its representatives, to negotiate in good faith at reasonable times and places with respect to wages, hours, terms and other conditions of employment, and the continuation, modification, or deletion of an existing provision of a Collective Bargaining Agreement, with the intention of reaching an Agreement, or to resolve questions arising under the Agreement. This includes executing a written contract incorporating the terms of any Agreement reached. The obligation to bargain collectively does not mean that either party is compelled to agree to a proposal, nor does it require the making of a concession.

H. News Release - A report on the status of negotiations, given directly to public news media personnel . . . i.e.: the newspaper, radio or television news bureaus.

I. Progress Report - Reports made to the Local Board of Education by their representatives or to the Local Teachers' Association by their representatives while negotiations are in progress.

J. Relevant Data - Document containing facts and figures which have a bearing upon the matter in hand and are items of public information.

K. Superintendent - The Local Superintendent, the chief executive officer of the Board of Education and advisor to the Board of Education.

L. Supporting Information - Facts which help prove the legitimacy of a proposal.

M. Tabling - To postpone the discussion or consideration of a matter by a motion to table.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE II GRIEVANCE PROCEDURE

200 Introduction

With the realization that problems between the Crestview Teaching Staff, the Crestview Board of Education, and the administration do arise in the operation of an educational system, and with a main objective to maintain a good working relationship between these parties, this grievance procedure is written and designed to afford a fair and rapid solution to any said dispute.

To guarantee a fair and rapid resolution, it is necessary that both parties cooperate fully in all phases of the procedure. Also, any decisions reached as a result of this procedure must be binding on both parties to be effective. Therefore, adoption of this grievance procedure will act as an agreement to cooperate fully in the settlement of disputes arising hereunder and to be bound by the decisions reached.

201 Definitions

A. A grievance is a claim by a member, a group of members, or the Association based on an alleged violation, misinterpretation, or misapplication of the Collective Bargaining Agreement that exists between the Board and the Association.

B. A grievant/aggrieved shall mean a member, a group of members, or the Association alleging that a grievance has occurred.

C. A group/class action grievance must have arisen out of similar circumstances affecting each member or a group of members.

D. A "teacher" shall mean a member of the bargaining unit.

E. The term "days" when used in this Article shall mean school days. Thus, weekend**,** vacation days, and calamity days are excluded.

F. Parties in interest shall mean the person or persons making the claim, including their designated representative as provided for herein, and any person or persons who might be required to act or against whom action might be taken in order to resolve the grievance.

G. "Appropriate Supervisor" for the purposes of the grievance procedure, shall mean the lowest level administrator having the authority to resolve the grievance.

202 Time Limit

A. The number of days indicated at each step in the procedure shall be maximum and may be extended only by written mutual agreement of the parties.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

B. A grievance shall be filed within thirty (30) days of the act or the grievant's awareness of the act on which the grievance is based.

C. Failure of the grievant to comply with timelines shall be cause for the grievance to be dismissed.

D. Failure at any level by an administrator to respond within the time limits provided shall allow the grievant to advance to the next level of the grievance procedure.

203 Rights of the Grievant and the Association

A. The grievant has the right to Association representation at all meetings and hearings involving the grievance.

B. The Association has the exclusive right to file grievances and to be present for the adjustment of any and all grievances.

C. Grievance forms shall be exhibited in the Appendix of this Contract and it shall be the exclusive right of the Association to issue forms to grievants. (see Appendix A)

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

E. The Association President or other designee shall receive a copy of all grievances, decisions, or appeals at Level One and above.

204 Grievance Procedure

A. Informal Level

When a member(s) becomes aware of the act on which a grievance is to be based, the member(s) and the Association representative will discuss the grievance with the member's appropriate supervisor.

If the grievance is not resolved during the informal level, the Association may, within thirty (30) days of the act or the grievant's awareness of the act giving rise to the grievance, file a written grievance with the appropriate supervisor.

Level One:

The appropriate supervisor shall arrange and hold a hearing within five (5) days of receipt of the grievance. The Association, grievant and Board may present evidence to sustain their positions.

Within five (5) days of the conclusion of the hearing, the appropriate supervisor shall forward his/her written response to the Association and grievant.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

If the Association and grievant are not satisfied with the appropriate supervisor's response, the Association may file a written form to proceed to Level Two.

Level Two:

Within five (5) days of the filing of the form, the Superintendent or his/her designee, shall arrange and conduct a hearing in the same manner and for the same purpose as set forth in Level One.

Within five (5) days after the hearing, the Superintendent or his/her designee shall provide a written response to the Association and grievant.

Level Three:

Upon the determination by the Association that the grievance be appealed to Arbitration, the Association shall notify the Board of its intent to proceed to Arbitration within ten (10) days of receipt of the Level Two response.

205 Selection of the Arbitrator

The arbitrator shall be selected from a list supplied by the American Arbitration Association. All procedures relative to arbitration shall be according to the Labor Arbitration Rules of the American Arbitration Association.

206 Authority of the Arbitrator

The arbitrator shall not have the authority to add to, subtract from, modify, change or alter any of the provisions of this Contract nor add to, subtract from, or modify the language therein in arriving at a determination of any issue presented. The arbitrator shall expressly confine himself to the precise issue(s) submitted for arbitration and shall have no authority to determine any other issue(s) not so submitted or to submit observations or declarations of opinion which are not directly essential in reaching the determination. The decision of the arbitrator shall be final and binding on the Board, the grievant, and the Association.

207 Costs of Arbitration

The costs for the arbitrator and the hearing room shall be shared equally by the Board and the Association.

208 Miscellaneous

A. Receipt by the Board of communications from the Association/Grievant shall be construed to be the delivery date to the appropriate supervisor's office.

B. Receipt by the Association of communications from the Board or designated representative(s) shall be construed to be the delivery date to the Grievant and the President of the Association or other designated officer of the Association.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

C. Meetings and hearings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons entitled to be present to attend.

D. All parties at interest shall be permitted to attend a grievance meeting or arbitration hearing with no loss of pay or benefits.

E. No reprisals or recriminations shall be taken against any member who files or takes part in a grievance.

209 Personal Complaints

If an individual member has a personal complaint which he desires to discuss with a supervisor, he is free to do so without recourse to the grievance procedure. However, no grievance shall be adjusted without prior notification to the Association and the opportunity for the Association representative to be present, nor shall any adjustment of a grievance be inconsistent with the terms of the Agreement.

210 Representation

Any party of interest may be represented at any or all stages of the grievance procedure as required by this Article, by a person of his/her own choosing from the Association, a representative of the Association, or of the legal profession. When a member chooses to be represented by other than a representative of the Association, he/she shall so indicate by signing a "Waiver of Representation Rights" form which shall be filed with the Treasurer of the Board and the President of the Association (see Appendix E).

In all cases, the Association President shall receive notification of date, time, and place of hearings and the Association shall be entitled to representation at such hearings in accordance with ORC 4117. Such representation shall be determined solely by the Association. The adjustment of a grievance(s) shall not, under any circumstances, be inconsistent with the terms of this Professional Negotiations Agreement.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE III LEAVE PROVISION

All Leave Requests shall be submitted in the absence management system. Appendix B and Appendix C are for reference only.

300 Sick Leave

A. Each member will be granted sick leave of one and one-fourth (1 ¼) days per month for a total of fifteen (15) days per year. The maximum accumulation of sick leave days shall be unlimited.

B. Each member may use sick leave for absence due to personal illness, pregnancy, adoption [up to twenty (20) days], injury, exposure to contagious disease which could be communicated to others, and for absence due to illness, injury, or death in the member's immediate family. "Immediate family" shall include: spouse, children, parents, stepparents, daughter-in-law, son-in-law, parents-in-law, siblings, and long term resident of the member's home. Extensions of this definition may be approved in special circumstances by the Superintendent.

C. Teachers who render part-time service pursuant to obligations while under regular contract with the Board shall be entitled to sick leave for the time actually worked at the same rate as that granted like full-time employees.

D. Ten (10) days of sick leave shall be credited any member who has exhausted his/her sick leave and personal leave; provided, however, that such credited days shall be reimbursed from accumulated sick leave prior to the termination of employment. In the event such credited days are not recovered prior to termination of employment, the salary amounts paid for such credited days (days owed to the Board times employee's daily rate) shall be deducted from the member's final check from the Board. Under no circumstances shall the days advanced exceed what would be accrued/earned through the end of the current school year.

E. Any teacher required to be absent because of death in the immediate family shall be granted up to three (3) days of leave per death. The three (3) days shall be deducted from the teacher's sick leave balance. Any teacher required to be absent because of the death of non-immediate family members shall be granted up to two (2) days of sick leave per death, and such leave shall be deducted from the teacher's accumulated balance.

F. If medical attention has been necessary during the period of sick leave, the member's statement shall list the name and address of the attending physician and the dates when he/she was consulted.

G. Sick leave shall not be charged for days on which school is not in session due to public calamity, disease, epidemic, hazardous weather conditions, damage to a school building or other temporary circumstances due to utility failure rendering the school building unfit for school use.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

H. The previously accumulated sick leave of a member who has been separated from public service or who is transferring from another school or other public agency shall be credited to the member upon employment in the Crestview Schools. However, when returning to public service, such return must take place within ten (10) years of the date of the last termination of public service.

I. Members who use three (3) or fewer sick leave days for the whole year will qualify for an incentive to be paid out at the end of the year. This provision is removable at the end of this contract and applicable only to the current contract (2025-2028). Payment of this incentive shall adhere to the following:

Days Missed	Incentive
0	$600
0.25-1.00	$450
1.25-2.00	$300
2.25-3.00	$150

301 Sick Leave Donation for Emergency/Catastrophic Illness

Employees may choose to make a voluntary gift of sick leave days to another employee who has exhausted their sick leave because of a severe condition or illness as identified in Section 300 Paragraph B. In such cases, the following guidelines will be followed:

A. Once an employee makes a decision to gift sick leave days to another employee, and the paperwork has been submitted to the Treasurer's office, the decision is irrevocable.

B. Gifted sick days cannot be used to enhance severance pay.

C. A staff member may not gift more than ten (10) sick leave days per year.

D. The gifting of sick days can be anonymous if the gifting employee so desires.

E. The gifting of sick days can only be for a serious illness having a prognosis of recovery being thirty (30) calendar days or longer. Use of a sick leave gift is only for a medical necessity that is verified by a physician's note. Use of a sick leave gift is limited to a maximum of ninety (90) days. Any use of a sick leave gift beyond ninety (90) days or any future sick leave gift instance will require approval of a sick leave committee comprised of two association members and two administrators.

F. Gifted sick days shall not be used to repay advanced sick leave.

G. Calculation for determining the number of days that are gifted:

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

1. Employee "A" wants to give 10 days to Employee "B". In this example, Employee "A's" teaching salary is $46,050 (daily rate of $250.27). Employee "B's" teaching salary is $34,150 (daily rate of $185.60).

2. Employee "A" gives 10 days (10 x $250.27 (daily rate of Employee A) = $2,502.70) to Employee "B".

3. Employee "B" receives 13.5 days ($2,502.70 / $185.60 (daily rate of Employee B) = 13.48 days rounded to 13.5 days)

H. The request to donate or to receive sick leave days must be submitted to the Treasurer in a timely manner. If the employee submits the request (via e-mail or in writing), a copy will be placed in the Personnel File of the donor and the recipient. If the employee wishes to donate sick leave days anonymously, the Treasurer shall be notified by the donor of such intent.

302 Personal Leave

Upon submission to the absence management system, to the Superintendent of schools, or the employee's supervisor, shall grant, without loss of contract pay, a maximum of three (3) unrestricted personal leave days each school year, which will be noncumulative. A member shall use no more than one personal leave day in the month of May. Personal leave will be approved based on the availability of substitutes. Normally, no more than ten percent (10%) of the members in each building may be on personal leave on a given day. Personal leave may not be used the day before or after a vacation or holiday, during student examinations, or on teacher in-service day(s), except in cases of special circumstances if approved by the Superintendent. Request(s) for personal leave shall be made in the absence management system at least five (5) days prior to the date requested, except in the case of emergencies. In cases of an emergency notification of intent to use a day of personal leave shall be submitted in the absence management system. The nature of the emergency shall be stated in the absence management system.

Unused personal leave may be converted to sick leave or paid out at a rate of one hundred fifty dollars ($150.00) per day at the conclusion of the school year. If not otherwise specified by the member, personal leave will be automatically rolled over to sick leave at the end of the year.

303 Professional Leave

A member(s) who wishes to participate in professional meetings, workshops, visitations, conferences, and clinics pertaining to their particular teaching fields on days when school is in session shall submit to their building principal(s), five (5) days prior in advance of the scheduled activity to attend, and upon submission to the absence management system. The principal shall forward the request to the Superintendent within three (3) days. This request shall state in the absence management system the nature of the event, the dates when attendance is required, where the event is to take place, the date of the request itself, and the name of the member making the request; also to include anticipated expenses. Members

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

shall not receive additional payment implied for out-of-session professional development events.

Approval for such leave shall be granted according to the following:

A. The activity must pertain to the area in which the member submitting the request is working.

B. The entire school, department or grade level staff, and students shall profit from such attendance by the member.

C. Approval to attend such meetings shall include payment of the member's salary while he/she is in attendance. A substitute teacher shall be paid to assume the member's responsibilities while he/she is absent.

D. A member(s) attending such meetings shall report items of interest to grade level teachers, department staff, building staff, or the entire school staff, provided the nature of such a meeting is of interest. If such a report is desired, the building principal concerned shall schedule a meeting at a time convenient to the majority of teachers involved. Upon return the member may be required to give an oral presentation to the board or submit a written report.

304 Court Leave

If members are called for jury duty, arbitration hearing, are subpoenaed or court ordered except for a member's personal criminal proceeding, to give testimony, or in other special circumstances approved by the Superintendent, during the school year or their regular hours of employment, the Board of Education will grant court leave with pay. If the court leave pay is less than the member's daily rate of pay, the member shall deposit the court leave pay with the Board of Education Treasurer. If the court leave daily pay is greater than the member's daily rate of pay, the Treasurer shall compute the difference and return balance to the member. Members should notify their building principal when called for court leave. Court leave shall be submitted in the absence management system. Absence of a member under this Section shall not be charged to the member's sick leave or personal leave days.

305 Leave of Absence

A. Definitions:

A leave of absence is understood to mean a period of extended absence from duty by an employee of the Board of Education, for which written request has been made and formal approval has been granted by the Board of Education. Without request, the Board of Education may grant a leave of absence to a member because of physical or mental disability; however, such unrequested leave shall be in accordance with ORC Section(s) 3319.13 and 3319.16.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Leaves of absence shall be granted for sickness, maternity, adoption [up to twenty (20) days], or other disabilities and may be granted for educational or other purposes.

All leaves of absence shall be granted in accordance with ORC 3319.13 and Federal laws except as is indicated in this provision.

B. Armed Services Leave

Any member who leaves a position in this school system to serve in the Armed Forces, or auxiliary thereof, organized to serve during a period of war declared by the Congress, and/or national emergency, upon being honorably discharged from such service shall resume the contract status held prior to entering military service, subject to passing satisfactorily a physical examination. Such contract status shall be resumed at the first of the school semester or the beginning of the school year following return from Armed Services. The term "Armed Services" shall be construed according to the definition thereof as provided in Section 458.16 of the General Code.

C. Length of Leave

Leaves of absence for any purpose do not extend for longer time than two (2) calendar years. Maternity leaves of absence, when requested during a school year, shall be granted, upon request of the member, for the remainder of the current school year and/or the following school year.

D. Expiration of Leave

At the expiration of the specified period of leave a member terminates his affiliation with the Board of Education if he at that time declines a position which has been offered him.

E. Leave of Absence and Salary

Only leaves of absence for services in the Armed Forces of the United States, or any auxiliary branch of these forces, shall be considered valid for salary increments.

F. Employment Upon Return From Leave

When the leave of absence has expired, the Superintendent of Schools is obligated to assign the person to a position in this school system for which such person is eligible.

G. Notification of the member's intent regarding the status of his/her leave of absence shall be given upon request of the Superintendent of Schools by June 1st preceding expiration of the approved leave.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

306 Unpaid Leave

An unpaid leave day(s), upon request for unpaid leave, may be granted by the Superintendent; however, the number of unpaid leave days would be limited to two (2) days per school year. Such unpaid leave days shall be granted when the purpose of the request is caused by an emergency and the employee is not a probationary employee. Unpaid leave shall be submitted in the absence management system.

307 Assault Leave

Assault leave will be available to any certified member who is unable to perform his/her contract duties due to a physical disability resulting from an assault while teaching or in school -related activities, on or off school premises. Assault shall be defined as physical attack with or without a weapon. All such leave will be subject to the following provisions.

A. A signed written request for assault leave shall be made to the Superintendent of Schools justifying the granting and use of such leave. The statement should describe the circumstances and events surrounding the assault, names of witnesses (if known), and a description of the injuries sustained.

B. The member shall be required to provide a physician's statement describing the nature of the disability and its duration.

C. A member agrees to sign a statement indicating a willingness to participate and cooperate with the Board if the Board decides to pursue legal action against the assaulter.

D. The member will be maintained on full pay status with fringe benefits during the period of paid assault leave, not to exceed twenty-five (25) days.

E. The member may not perform any duties related to any other job during the period of paid assault leave.

F. Where workers' compensation reimburses the member in any amount for time lost during the assault leave, the Board shall pay the difference between the member's full pay for the period of the assault leave and the amount paid by workers' compensation.

G. It shall be the obligation of the assaulted member to maintain contact with the building principal to determine the time that a substitute teacher will be needed.

308 Association Leave

Association officers and/or delegates who request leave to attend meetings of state representative assemblies, other state Association meetings, or for other Association business, not including negotiations, will be granted up to a total of eight (8) days of Association leave in any school year. Use of such leave must have the approval of the Association President.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

The Board shall not pay expenses of Association members, except for providing the substitutes necessary to fill the vacancies. The use of such leave shall not be required when the reason is for the purpose of a hearing(s) held with regard to Article 200 of this Agreement.

309 Family and Medical Leave

A. Notwithstanding other provisions of this Agreement, the Board agrees to abide by the provisions of the Family and Medical Leave Act of 1993. The parties to this Agreement agree that all benefits guaranteed by the Act will be provided to a member(s) covered by this Agreement. Any alleged violations of the Act may be processed as grievances using the procedure herein. Pursuit of such a grievance in no way prevents a member from enforcing their rights under the Act as provided by law.

B. Leave Provisions

1. Each member is entitled to and shall be granted upon request and in accordance with said Act up to twelve (12) weeks of unpaid leave per year for a serious health condition of the member or to care for a new child or a sick child, parent, or spouse. Such leave may be taken for the care of a newly adopted or newly placed foster child, as well as a newborn child.

2. Any leave beyond twelve (12) weeks in a year for these combined purposes or other purposes shall be granted when requested pursuant to the other leave provisions of this Agreement; however, the total period of time under an unpaid leave will not exceed the time limits specified in Article 306.

3. Eligible members may choose to substitute paid leave granted by other provisions of this Agreement for all or part of the unpaid leave granted under this Article.

4. The member shall give the Board thirty (30) days' notice when need for the leave is foreseeable; otherwise, the notice shall be given as soon as possible. The member's notice shall specify Family Leave, when entering into the absence management system.

5. When medically necessary, leave may be taken intermittently.

C. Protection of Employment

1. The Board shall return the member taking a leave under this to the same position he/she occupied prior to the leave if such leave is for a period of no more than eighty-four consecutive calendar days and the position remains in existence. Otherwise, the member shall be returned to an equivalent position with no loss of pay, compensation, and other benefits.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

2. The taking of a leave under this Section shall not result in the loss of any employment benefit accrued prior to the date the leave commenced, nor shall it diminish any other leave rights to which a member may be eligible.

D. Insurance Continuation

The Board shall continue to pay the Board contribution necessary to continue all medical, dental, and life insurance plans for the member while he/she is on leave under this Section.

E. For the purpose of family leave benefits, a year shall be defined as the twelve (12) month period starting with the first day of a leave period taken under the Act.

310 Athletic Leave

A. Athletic leave limitations: If the coaching assignment(s) for the school year includes "head coach," then member will be entitled to three (3) days per school year maximum of athletic leave. Otherwise, he/she will be entitled to a maximum of two (2) days per school year.

B. An Athletic Leave Request is to be entered into the absence management system and first approved by the Athletic Director ten (10) days prior to the leave date, unless unforeseen circumstances would not permit. Second approval from building principal.

C. Only the Head Coach will be granted one (1) day to attend the State Tournament within his/her own sport with costs being paid by the individual.

D. Coaches will be granted one (1) day to attend a clinic/workshop in his/her assigned sport. Clinic costs will be paid by the Athletic Department.

E. The coach of a team that is participating in an athletic competition during a scheduled school day will be granted that specific day(s) to supervise the team.

F. A coach may be granted one (1) day to:

1. Prepare for an invitational contest if he/she is the invitational manager; or,

2. Prepare for a regional or state tournament (playoff) contest.

Approval to be granted by the Superintendent, and any fees, other than substitute costs, to be paid by the Athletic Department.

G. Substitute teacher costs will be paid by the General Fund.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

311 Supplemental Leave

The Superintendent may grant leave for a teacher who has a supplemental contract (non-athletic) in order to supervise students who are participating in that activity or trip.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE IV MEMBER OBSERVATION/EVALUATION

400 Purpose

A. To assess a member's work performance.

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

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

D. To base evaluation on the Ohio Standards for Educators.

401 Evaluation for OTES 2.0 Teachers

A. Definitions

1. Teacher: A licensed instructor who spends at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one of the following:

(a) A license issued under ORC Sections 3319.22, 3319.26, 3319.222 or 3319.226;

(b) A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2003; or

(c) A permanent certificate issued under ORC Section 3319.222 as it existed prior to September, 2006; or

(d) A permit issued under ORC Section 3319.301.

Teachers not meeting this definition are not subject to evaluation under OTES 2.0. Full-time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures set forth below for non-OTES members.

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

2. Evaluation Procedure: The procedural requirements set forth in this Agreement to provide specificity to the statutory obligations established under Sections 3319.111 and 3319.112 of the Ohio Revised Code and to

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

conform to the framework for the evaluation of teachers developed under Section 3319.112 of the Ohio Revised Code.

3. Evaluation Framework: The document created and approved by the Ohio Department of Education (ODE) in accordance with Section 3319.111(A) of the Ohio Revised Code that establishes the standards-based framework for the evaluation of teachers developed under Section 3319.112 of the Ohio Revised Code.

4. Evaluation Factors: The multiple measures that are required by law to be used in the teacher evaluation procedure. The factors include a combination of observations, a Professional Growth or Improvement Plan and the use of High-Quality Student Data as defined in the OTES 2.0 rubric evidence of practice and professionalism.

5. High-Quality Student Data (HQSD): a component of the evaluation system used to provide evidence of student learning attributable to the teacher being evaluated. When applicable to the grade level or subject area taught by a teacher, HQSD shall include the value-added progress dimension and the teacher shall use one (1) other measure of HQSD to demonstrate student learning. HQSD may be used as evidence in any component of the evaluation where applicable, and all teacher evaluations must include at least two (2) measures of HQSD. Teachers will collect, analyze, and use student data, including student academic growth data, to adapt instruction to meet individual student needs to improve the teacher's practice.

6. Teacher Performance Evaluation Rubric: The assessment of a teacher's performance which is based upon the educator professional standards, results in a performance rating. As an evaluation factor, the teacher performance evaluation rubric incorporates formal and informal observations that are performed by a credentialed and licensed evaluator. Based on the evaluation rubric, as well as HQSD, conferences, and evidence of practice and professionalism, teacher performance results are reported as a teacher performance rating.

7. Holistic Evaluation Rating: The final, summative evaluation performance level that is assigned to a teacher based on evaluations that are conducted pursuant to the terms of this Agreement. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of a combination of observations, Professional Growth or Improvement Plans, conferences, periodic walkthroughs, and evidence of practice and professionalism. All evidence collected must be factual and documented. Each completed evaluation will result in the assignment of a teacher to one of the following evaluation ratings: "Accomplished," "Skilled," "Developing," or "Ineffective."

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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

9. Poorly Performing Teacher: The focus of the Ohio Teacher Evaluation System 2.0 is to provide a mechanism for facilitating professionalism and enhancing instruction. Teachers experiencing difficulties or demonstrating deficiencies will be provided with meaningful feedback and assistance as set forth herein and through the OTES 2.0 process. As such, the parties agree that the determination as to whether a teacher is deemed as a poorly performing teacher only will be made in accordance with law and the express language of this Collective Bargaining Agreement.

10. Evaluation Cycle: The period of time for the completion of the evaluation procedure. The evaluation cycle is completed when the evaluation terms of this Agreement and evaluation components are completed and combined pursuant to Ohio Revised Code Sections 3319.111 and 3319.112 to assign an evaluation rating.

11. Evaluation Instrument: The process and forms used by the teacher's evaluator. Such forms shall be updates to reflect OTES 2.0.

12. The Ohio Evaluation System (OhioES): The method used by the District to electronically report to ODE aggregate final holistic teacher evaluation ratings. The District shall report the number of teachers for whom an evaluation was conducted and the number of teachers assigned to each evaluation rating.

13. Improvement Plan: A detailed, written plan developed by the evaluator, and utilized solely when a teacher receives an Evaluation Rating of "Ineffective." The contents for the Improvement Plan is reflected in the attached form to this Agreement as Appendix L, Form 7 that will be in OhioES.

14. Improvement Pathway Plan: A detailed, written plan collaboratively developed by the teacher and evaluator, utilized solely when the evaluator identifies deficiencies during a formal observation.

15. Professional Growth Plan: A written plan, self-directed or jointly developed between the teacher and evaluator, designed for the sole purpose of continuing teacher growth focused on areas identified in the teacher's evaluation cycle. The contents for the Professional Growth Plan is reflected in the attached form to this Agreement as Appendix L, Form 2 that will be in OhioES.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

16. Teacher-Student Data Linkage (TSDL) - refers to the process of connecting the teacher(s) of record to a student and/or defined group of students' achievement scores for the purpose of attributing student growth to that teacher.

B. Purpose

1. The purposes of teacher evaluation are:

(a) To serve as a growth tool to inform the professional development needs of teachers as adopted in Ohio's Professional Learning Standards.

(b) To give guidance in instructional planning.

(c) To assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity to support student learning and achievement.

(d) To be used for retention and promotion decisions and for the removal of poorly performing teachers provided however that seniority shall not be a basis to retain for recall a teacher except when making decisions between teachers that have comparable evaluations.

C. Evaluators

1. An evaluator must be a full-time, credentialed appropriately licensed contracted administrator either employed by the District or who is assigned full-time to the District by an educational service center and who:

(a) Meets the eligibility requirements under ORC Section 3319.111(D); and

(b) Holds a credential established by the Ohio Department of Education for teacher OTES 2.0 evaluation.

2. In assessing a teacher's performance, evaluators will not make judgments, or otherwise discriminate, on the basis of a teacher's age, gender identification, race, ethnicity, national origin, religion, sexual orientation, marital status, military status, disability, Association membership or Association activism.

3. Should an unforeseen emergency arise, a new evaluator must be assigned, "Accomplished" teachers will choose their new evaluator, all other teachers will be informed of the change.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

4. Upon written request of the teacher to the Superintendent, the teacher shall be assigned a different evaluator if documentation shows the evaluator has discriminated against the teacher, or made false claims against the teacher.

5. It is the intent of the Board to use Crestview administrators as the primary and secondary evaluators. Should the need arise to seek expertise from an outside credentialed evaluator, the Board will adopt a list of approved credentialed evaluators.

D. Evaluation Committee

1. The Association and the Board agree to establish a standing joint Evaluation Development Committee for the purpose of reviewing and recommending changes to the evaluation policy, procedure and process, including the evaluation instrument and determination of HQSD, for the evaluation of teachers in the District and to regularly review the effectiveness of the policy, procedure and process, including the evaluation instrument, for the evaluation of teachers in the District.

2. Committee Composition

(a) The committee shall be comprised by an equal number of Association and Board representatives not to exceed a total of five (5) from each side. The Association President (or Co-Presidents) shall appoint the Association representatives and the Board representatives shall be appointed by the Board or its designee. Association Committee members shall serve staggered terms of three (3) years. In addition, each party may appoint up to one (1) ad hoc non-voting member to assist and/or attend committee meetings.

(b) Committee members shall be representative of elementary, middle school, secondary, and specialty areas (e.g., music, art, special education) within the District.

3. Committee Operation

(a) The Committee shall be chaired jointly by a Committee member from the Association and a Committee member from the Board.

(b) Members of the Committee will receive training in all aspects of teacher evaluation, the state adopted evaluation framework, and the standards for the teaching profession prior to beginning their work.

(c) The Committee will establish by mutual agreement a meeting calendar, tasks for the Committee to complete, and timelines for

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

the completion of specific tasks. Included with the calendar will be a recommendation to the Superintendent of time needed for substitute release time or the contractual hourly rate.

(d) One (1) task of the Committee shall be to determine those conditions that would likely have an adverse impact on HQSD such as maternity/paternity leave, long-term illness, the acceptance and mentoring of student teachers, changes in teacher assignments, implementation of the Ohio's Learning Standards, etc. The Committee shall perform this task over the term of this Agreement and shall make recommendations to inform future contract negotiations.

(e) Committee agendas will be developed jointly by the co-chairpersons of the Committee.

(f) All decisions of the Committee will be achieved by consensus.

(g) At the initial Committee meeting, the Committee will develop the ground rules by which the Committee will operate. These ground rules will be read aloud at the commencement of every meeting and will be reviewed annually unless waived by consensus. Consensus shall be defined by the Committee.

(h) At each meeting, the Committee will select an individual to act as the official recording scribe for that meeting.

(i) Minutes of meetings will be distributed to Committee members, Association President and Superintendent within seven (7) days following meetings of the Committee.

(j) The Committee may establish sub-committees to assist with their work.

(k) Sub-committees will be jointly appointed by the Superintendent/ designee and the Association President/designee.

(l) The Committee shall be authorized to utilize consultant(s) (examples include, but are not limited to, educational consultants, software consultants, credentialing trainers, etc.) as it deems appropriate. The cost, if any, shall be borne by the Board with advanced approval by the Superintendent.

(m) Members of the Committee may receive release time for committee work and for training; provided that, such release time is pre-approved by the Superintendent or designee. All training shall follow the practice development procedures.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

4. Compensation

(a) Any Committee work performed outside of the contractual workday will be paid at the agreed upon contractual rate (See Article IX 903).

5. Committee Authority

(a) The Committee is responsible for jointly developing, reviewing and recommending the policy, procedure and process, including the evaluation instrument, for teacher evaluation.

(b) The Committee shall not have the authority to negotiate wages, hours, or terms and conditions of employment.

(c) The Board and the Association shall bargain during regular contract negotiations all elements of the teacher evaluation procedure that are not expressly prohibited subjects of bargaining, and these negotiations must be satisfactorily completed prior to the implementation of the evaluation procedure or prior to any modification or amendment of same. Any agreement that is achieved through said negotiations shall be subject to ratification by both parties.

(d) If either party wishes to consider any change or revision to the evaluation procedure or process, including the evaluation instrument, during the term of this Agreement, it will discuss the matter with the Committee. If the discussion results in a recommendation by the Committee to change or revise the evaluation procedure or process, including the evaluation instrument, during the term of the Agreement, then said recommendation shall be subject to ratification by the Board and the Association, to the extent that any proposed changes affect terms and conditions of employment, including working conditions, as defined by state law.

(e) In the event of legislative action by the Ohio General Assembly that impacts in any way on this topic, the parties to this Agreement shall discuss this topic to determine whether adjustments are appropriate during the term of this Agreement.

E. Orientation

1. Not later than September 15th, of each year, or in the case of a new teacher, within twenty (20) days of the first day worked, each teacher shall be notified in writing of the name and position of his or her evaluator. A teacher will be

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

notified in writing of any change in his/her evaluator within ten (10) days of the change.

2. A newly employed teacher or one reassigned after the beginning of the work year shall be notified by the evaluator of the evaluation procedures in effect. Such written notification shall be within ten (10) days of the first day in a new assignment.

F. Training/Professional Development

1. No later than September 15th, of each year, training and updates on the components of the teacher evaluation cycle including the determination of evaluation ratings, the Standards for Ohio Educators, rubrics, tools, processes, methodology, and the use of High-Quality Student Data (HQSD) will be provided, at Board expense, for all teachers prior to the implementation of the evaluation procedure.

2. Joint Evaluation Instrument Training

(a) The Board, through the BLTs, shall provide joint training and written instruction for administrators and teachers that ensures awareness of and an understanding of all processes, forms and tools used in the evaluation procedure by September 15th, or in the case of a new teacher, not later than twenty (20) days after initial employment with the District.

3. Teachers

(a) Each new teacher shall be given training on the purpose, mechanics and dimensions of the evaluation cycle, including the teaching standards and rubrics on which the evaluation is based by September 15th, or if past the September 15th, not later than twenty (20) days after initial employment with the District.

(b) Written instructions will be supplemented by specific group evaluation instrument training to familiarize teachers on how the evaluation instrument is designed and how the evaluation instrument will be utilized.

(c) Nothing herein shall remove the primary responsibility of teachers to familiarize themselves with the Ohio Teacher Evaluation System 2.0.

G. Schedule for Evaluation

1. All teachers evaluated based on these procedures shall not have additional evaluations outside these guidelines.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

2. The evaluation cycle shall be completed not later than the first (1st) day of May, and the teacher being evaluated shall receive a written report of the results of this evaluation, including the assigned evaluation rating, not later than the tenth (10th) day of May.

3. 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 (3) formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to re-employ a teacher pursuant to division (B), (C)(3), (D), or (E) of that Section.

4. Teachers who receive a rating of "Accomplished" on his/her most recent evaluation cycle may be evaluated once every three (3) years, so long as the teacher submits a self-directed Professional Growth Plan to the evaluator and the evaluator determines that the teacher is making progress on that plan. Teachers with ratings of "Accomplished" may choose their credentialed evaluator for the evaluation cycle. However, each year at least one (1) predetermined 30-minute observation, using the negotiated, informal observation form used in OhioES shall occur and include a post-observation conference. The observation will be completed by April 15th.

5. Teachers who receive a rating of 'Skilled" on his/her most recent evaluation may be evaluated once every two (2) years, so long as the teacher and evaluator jointly develop a Professional Growth Plan for the teacher and the evaluator determines that the teacher is making progress on that plan. Teachers with ratings of "Skilled" may have input on their credentialed evaluator for the evaluation cycle. However, each year at least one (1) predetermined 30-minute observation, using the negotiated, informal observation form used in OhioES shall occur and includes a post-observation conference. The observation will be completed by April 15th.

6. Formal Holistic Observations will be completed by December 1st with Professional Growth/Improvement Plans being developed no later than December 15th. The Superintendent and Association President may agree to adjust these dates due to extenuating circumstances.

7. Teachers who are required to have a full evaluation cycle will schedule the date for their first formal observation with their evaluator by October 1st. The second formal observation will be scheduled following the first formal observation and held no later than April 15th. If an evaluator determines that there are areas of concern that may require a third formal observation, the evaluator will schedule a date for the second formal observation no later than March 1st, so all observations are completed no later than April 15th.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

8. Every possible attempt will be made to complete scheduled observations barring unforeseeable events that would require the attention of the credentialed evaluator. In the event a formal observation is canceled, the evaluator will not require the teacher to complete a new pre-observation form or conduct another pre-observation meeting. In this instance, an informal meeting to provide an overview of the lesson will be completed before the rescheduled formal observation is conducted. All attempts will be made to complete the canceled formal observation with the same class and/or period that was originally scheduled.

9. If the formal observation is canceled twice due to the staff member, the evaluator will then conduct the observation at their next opportunity and will notify the staff member the morning on the day of the formal observation.

H. Criteria for Teacher Evaluation

1. A teacher's performance shall be assessed based on the Ohio Standards for the Teaching Profession and the criteria set forth in the evaluation instrument, Appendix L, Form 4 to this Agreement.

2. No teacher shall be evaluated on his or her classroom/instructional work performance except based on the observations of the teacher by the teacher's assigned evaluator, evidence, and the walkthroughs that are set forth in this Agreement.

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

4. No misleading, inaccurate, untimely or undocumented information may become part of a teacher's teacher evaluation. All results and conclusions of teacher evaluations must be documented and supported by evidence.

5. Evaluation data may be collected through the use of electronic devices as approved by the Teacher Evaluation Committee. No video or audio recording shall be made or used at any time during the observation/evaluations process unless the teacher and or administrator is working remotely, and/or the video or audio recording is mutually agreed upon by the teacher and evaluator.

6. The OTES 2.0 Self-Assessment Form may be utilized by teachers as a resource but it is not required, nor is the completion of such Form or its contents to be used in determining the evaluation cycle or rating, outcomes.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

I. Observations

1. Schedule of Observations

(a) A minimum of two (2) formal observations shall be conducted to support each full evaluation cycle. A formal observation shall last a minimum of thirty (30) continuous minutes.

(b) The first formal observation shall be holistic. The second formal observation shall be focused on two (2) or three (3) areas from the teacher performance evaluation rubric identified for growth. Evidence from other areas of the rubric may be documented as part of the formal focused evaluation.

(c) There shall be at least fifteen (15) days between formal observations. A teacher employed under a limited or extended limited contract or who is under consideration for non-renewal will receive three (3) formal observations, in the following order: holistic, focused, holistic.

(d) All formal observations shall be announced.

2. Observation Conference

(a) All formal observations shall be preceded by a conference between the evaluator and the teacher in order for the teacher to explain plans and objectives for the work situation to be observed. A pre-observation conference may be waived by the teacher. Notice to schedule the pre-observation conference must occur at least five (5) days prior to the pre-observation conference. The formal observation must occur within five (5) days after the pre-observation conference.

(b) A post-observation conference and notification of placement on the teacher performance rubric shall be held within ten (10) days after each formal observation. A conversation will be based upon the Teacher Performance Evaluation observation rubric. Following the post-observation conference for the first formal holistic observation, the teacher and evaluator shall identify two (2) or three (3) areas from the teacher performance evaluation rubric identified for growth. At the post-observation conference, teachers may provide additional evidence to the evaluator, including but not limited to student information affecting educational progress, student interest or learning style surveys, newsletters, classroom rules, lesson plans, portfolios, summative assessments, and student work samples.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

(c) A teacher may request a formal observation at any time in addition to those required by this procedure up to a maximum of three (3) formal evaluations in one (1) year unless agreed upon by the evaluator.

J. Walkthroughs

1. A walkthrough is an informal observation that focuses on not more than two (2) of the following domains.

   (a) Focus for Learning

   (b) Knowledge of Students

   (c) Classroom Environment

   (d) Assessment of Student Learning

   (e) Lesson Delivery

   (f) Professional Responsibilities

2. The walkthrough shall not exceed fifteen (15) consecutive minutes in duration.

3. The walkthrough should be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

4. Feedback from walkthroughs shall be provided electronically on the next teacher workday following the walkthrough. The teacher and/or administrator may request a face-to-face meeting to discuss observations relative to the identified focus of the walkthrough.

K. High-Quality Student Data (HQSD)

1. Each educator being evaluated shall use two (2) measures of High-Quality Student Data (HQSD). When applicable to the grade level or subject area taught by the teacher being evaluated, HQSD shall include the value-added progress dimension as one (1) source of HQSD.

2. When utilizing vendor assessments to construct HQSD, all related teaching, student, and other educational materials may be purchased, and all affected staff shall be trained on utilization of the assessment. When a vendor assessment is needed, information will be provided to teachers so that input can be communicated to administration.

3. HQSD shall be used as evidence in any component of the teacher's evaluation in accordance with the rubric as developed by ODE.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

4. No Evaluation Factor shall be impacted by student performance on an assessment except under the domains of Focus for Learning, and Assessment of Student Learning in the teacher performance evaluation rubric.

L. Finalization of Evaluation

1. Written Report

(a) Before the evaluation cycle is final, and not later than May 10th, a copy of the formal written evaluation report shall be made available to the teacher and a conference shall be held between the teacher and the evaluator.

2. Completion of Evaluation Cycle

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

(b) The evaluator shall note evidence from the teacher's current evaluation cycle to complete the final holistic performance rating.

(c) The evaluation cycle rating shall be based upon a preponderance of the evidence, assessed in a holistic manner. All evidence of performance of teacher practice will be collected, must be factual, and documented.

(d) The evaluation report shall be signed and pinned by the evaluator. The evaluation report should then be signed and pinned by the teacher to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature and pin should not be construed as evidence that the teacher agrees with the contents of the evaluation report.

(e) The evaluation report shall be completed by May 10th, signed by both parties, and sent to the Superintendent.

3. Data Reporting

(a) The Board will utilize the OhioES system in the teacher evaluation process under of the Ohio Department of Education's reporting system unless or until such time as either the legislature or a court of competent jurisdiction has altered the position of OhioES not responding to public records requests of information stored by that system.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

(b) In such eventuality, the Board agrees to immediately move to report "Only the Final Summative Rating of Teacher Effectiveness" to OhioES.

(c) In addition, the parties agree to meet annually to review the status of the public records position of OhioES, vis-à-vis the viability of its continuing to prevent access to teacher records other than at the local level.

4. Response to Evaluation

(a) The teacher shall have the right to respond in written or electronic format to the evaluation final holistic rating and to have it attached to the evaluation report to be placed in the teacher's personnel file.

(b) A copy of the evaluation, signed by both parties, shall be provided to the teacher.

M. Professional Development – Professional Growth, Improvement Plans, and Improvement Pathway

1. The Professional Growth Plan shall include the following components:

(a) Identification of area(s) for future professional growth;

(b) Specific resources and opportunities to assist the teacher in enhancing skills, knowledge, and practice, including a review of Board-approved and funded options, if applicable; and

(c) Outcomes that will enable the teacher to increase student learning and achievement.

(d) A teacher may use his/her Professional Growth Plan to develop his/her IPDP for the LPDC in order to meet renewal requirements for their certificate/license.

2. The Improvement Plan shall include the following components:

(a) Specific statement of concern related to the Ohio Standards for the Teaching Profession;

(b) Specific goal to improve performance on the Ohio Standards for the Teaching Profession;

(c) Specific, measurable action plan and instructional practices to be observed;

(d) Specific, evidence-based resources, and assistance to be provided;

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

(e) Clearly articulated timelines for the completion of the plan;

(f) Monetary, time, material, and human resources sufficient to realize the expectations set forth in the plan; and

(g) Shall utilize the contents for the Improvement Plan that is reflected in the attached form to this Agreement as Appendix L, Form 7 that will be in OhioES.

3. Professional Growth and Improvement Plans shall be developed as follows:

(a) Teachers whose evaluation rating is "Accomplished" shall develop a self-directed plan for continuing professional growth. Teachers rated "Accomplished" or who have the Professional Growth Plan shall include the components listed in M, 1, a-d.

(b) Teachers whose evaluation rating is "Skilled" shall develop a Professional Growth Plan collaboratively with his/her credentialed evaluator. The Professional Growth Plan shall include the components listed in M, 1, a-d.

(c) Teachers whose evaluation rating is "Developing" shall develop a Professional Growth Plan guided by their evaluator, pursuant to the terms of this Agreement.

(d) Teachers whose final holistic evaluation rating is "Ineffective" shall have an Improvement Plan developed by their assigned evaluator, pursuant to the terms of this Agreement.

4. Professional Growth and Improvement Plans shall be aligned to the Teacher's most recent evaluation and, include components of the District's or Building level Improvement Plan required under the "Elementary and Secondary Education Act of 1965," as amended.

5. No Improvement Plan or Professional Growth Plan will have more than two (2) goal statements which are aligned to the Teacher Performance Evaluation Rubric.

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

7. Remediation of Deficiencies Identified During Observations–Improvement Pathways

(a) Formal observations resulting in the identification of performance deficiencies shall be addressed during the post-observation

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

conference. All deficiencies identified by the evaluator using the teacher performance evaluation rubric shall be evidence based, compiled, and reported in writing and documentation shall be provided to the teacher at the post-observation conference.

(b) The evaluator involved shall make written recommendations using the teacher performance evaluation rubric for the purpose of remediation of identified deficiencies.

(c) If the evaluator determines an Improved Pathways Plan is needed, the evaluator and teacher shall mutually develop a written Improvement Pathway Plan for remediation of identified deficiencies which will be provided to the teacher. (Improvement Pathway Plan form attached as Appendix L, Form 8.)

(d) The Improvement Pathway Plan, as outlined in this Section shall include:

(1) An Improvement Statement identifying specific area(s) for improvement as related to Ohio Standards for the Teaching Profession.

(2) Sufficient, specific timelines, as to allow the improvement to a desired measurable level of performance. A desired level of performance will be defined as advancement to the next level of the OTES 2.0 rubric.

(3) A specific Plan of Action that must be taken by the teacher to improve his/her performance with sources of evidence (measurable goals) to document the completion of the Improvement Pathway Plan.

(4) A description of educational supports and/or opportunities for professional development, including a review of Board-approved and funded options, if applicable, needed to improve the identified area(s).

8. If an Improvement Pathway Plan is developed prior to March 1st, those identified deficiencies shall be reevaluated as part of the teacher evaluation process cycle for the remainder of the school year. An Improvement Pathway Plan for deficiencies that are successfully remediated during the remainder of the school year, shall be deemed completed. Those not remediated may be continued into the next school year.

9. If an Improvement Pathway Plan is developed after March 1st, the plan shall be continued into the next school year.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

N. Due Process

1. Teachers who provide evidence that identifies errors with, HQSD, data collection or calculation, collection and/or alignment of evidence to the educator standards, and/or the evaluation rating shall be permitted to request a meeting in the following order to address the concern: the evaluator and the Superintendent. The Association President will be notified if a meeting is scheduled with the Superintendent.

2. A teacher shall be entitled to Association representation at any conference held during this procedure.

3. Any violation of either procedural or substantive due process shall be addressed through the grievance procedure.

4. If the evaluator decides to recommend contract non-renewal, contract termination, denial of continuing contract, or any other adverse personnel action, the member shall be given the reasons in writing at least seven (7) days prior to any Board action. A member shall be entitled to Association representation where the member will be advised of an impending personnel action.

[NOTE: The Parties further agree to modify Appendix L to the Negotiated Agreement ("Teacher Performance Evaluation Rubric and OTES 2.0 Evaluation Forms") by replacing any outdated performance evaluation rubric language and/or OTES evaluation forms with updated forms to reflect the requirements set forth under OTES 2.0 and the Negotiated Agreement.]

402 Evaluation for School Counselors

A. Purpose

The purpose of the Ohio School Counselor Evaluation System (OSCES) is to:

1. Serve as a tool to advance the professional learning and practice of school counselors individually and collectively in the District.

2. Establish goals and procedures for professional development.

3. Provide information for recommendations regarding contract status.

4. Assess a unit member's work performance.

5. Inform instruction.

6. Assist counselors and administrators in identifying and developing educational best practices in order to provide the greatest opportunity for the

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

academic achievement, social and emotional development, and career planning of students.

7. Guide District policy about the appropriate responsibilities of a school counselor.

B. Application

The school counselor evaluation procedure contained in this Agreement applies to all school counselors employed by the Board of Education.

C. Orientation

Members(s) employed in their first year in the Crestview Local School District, and those currently on probationary limited contracts, shall undergo an orientation that will include information on the OSCES evaluation system. Orientation for new employees will occur prior to the start of the academic year.

Member(s) who are in the last year of his/her current contract (final probationary limited or multi-year) shall attend a meeting called by the building principal. Said meeting shall be held prior to October 1st and will be for the sole purpose of outlining the evaluation process. A member reassigned to a different building and principal after the beginning of the school year shall receive such orientation for the new principal within fourteen (14) days of beginning work in the new assignment. Members who are assigned to work in more than one (1) building and under more than one (1) principal shall be assigned to attend only one (1) meeting which would normally be with the principal/evaluator.

No later than October 1st of each year that the evaluation is to occur, or in the case of a new member or reassigned member within fourteen (14) calendar days of the first day worked, each member shall be notified in writing by the Superintendent, or his designee, of the name and position of the primary evaluator. In the event that the primary evaluator is placed on leave or resigns his/her position a replacement evaluator shall be appointed by the Superintendent before any subsequent observation or evaluation occurs.

D. Assigning an Effectiveness Rating

School counselors are assigned an effectiveness rating of "Accomplished", "Skilled", "Developing" or "Ineffective". Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. Student metrics are locally determined measures that assess a school counselor's ability to produce positive student outcomes. For the purpose of the evaluation process, the student metric(s) used in the evaluation

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

procedure will be jointly determined by the counselor and the evaluator. Results from the local report card may be used to develop such metrics.

E. Calculating Counselor Performance

Counselor Performance is evaluated during the one (1) or two (2) cycles of formal observations and periodic walkthroughs. One hundred percent (100%) of the effectiveness rating will be attributed to Counselor Performance through a holistic process based upon the following *Ohio Standards for School Counselors* and training for credentialed evaluations:

1. Comprehensive School Counseling Plan;

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

3. Indirect Services: Partnerships and Referrals;

4. Evaluation and Data;

5. Leadership and Advocacy;

6. Professional Responsibility, Knowledge and Growth; and

7. Metric(s) of Student Outcomes.

The selected evaluation tools to be used as a basis of performance are as follows:

(a) Professional Growth Plan (To be completed no later than the final week of September in the evaluation cycle year).

(b) Pre-Observation/Lesson Plan Form as established through OTES in eTPES (To be completed before each observation). Consent to be filmed will be requested by counselor at time of pre-observation meeting if the counselor so chooses. The counselor will be responsible for obtaining the appropriate approval from the students' parents prior to the filming in their class.

(c) Counselor Performance Rubric (To be completed at each post-conference, no rating to be given until final summation meeting).

(d) Improvement Plan (TBD by observation with indications of improvement needed in "Ineffective" and "Developing" areas based on the performance evaluation rubric, TBD by Summative Rating).

(e) OSCES Informal Evaluation Tool [Walkthroughs: Two (2) minimum for the year. Feedback to the counselor from the

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

informal evaluation (Walkthrough) will be provided before the conclusion of the following school day through the OSCES online site].

(f) Post Conference - Post Conference Evaluation Rubric

(g) Final Summation Meeting/Rating (Will follow state model to calculate the member's Summative Rating).

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

The District shall conduct all evaluations so as to observe the legal and constitutional rights of counselors and students.

Electronic versions of the OSCES forms can be accessed on the ODE website, the Crestview Workroom, or printed copies located in Appendix M. Printed copies in Appendix M should be verified as up to date.

F. Calculating Metric(s)

The school counselor and evaluator should collaboratively pre-determine metrics they will use for this portion of the evaluation rubric at the beginning of the evaluation cycle. It is recommended that the school counselor and evaluator select metrics that most clearly reflect the work of the school counselor being evaluated and clearly illustrate a link between the work and the student outcomes.

Process for Demonstrating a Positive Student Outcome:

1. Collect or examine existing data to determine student need in one or more domain areas (academic achievement, college/career, social/emotional).

2. Identify desired student outcome.

3. Determine student metric(s) needed to demonstrate positive student outcome.

4. Describe program activity, lesson or intervention the school counselor will carry out to bring about desired results or outcomes.

5. Implement the school counselor program activity, lesson or intervention and collect data using pre-determined student metric(s).

6. Analyze and interpret the data to determine student outcome(s). Compare student metric(s) data to demonstrate a change in students' knowledge, skills and/or behavior.

7. Report data on student outcome(s).

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

8. Prior to the close of the evaluation cycle, school counselors and evaluators will revisit the pre-determined metrics. They will analyze the metrics and the evaluator will determine the performance of the school counselor using the indicators under the Metric(s) of Student Outcomes area of the evaluation rubric. Once evaluators determine the performance in the Metric(s) of Student Outcomes area, they will then holistically incorporate this area, along with the six (6) standard areas, to determine the end-of-year final summative rating of the school counselor.

G. Evaluation Timeline

District administrators shall conduct an evaluation of each counselor subject to this policy annually. Each evaluation shall include: 1) One (1) or Two (2) cycles of formal observations of at least thirty (30) minutes each based on the counselor rating from the previous year and their upcoming contract status; and 2) Periodic walkthroughs by the evaluator using the corresponding eTPES forms and reporting those walkthroughs in eTPES for counselor notification [Two (2) minimum for the school year]. All counselor evaluations shall be completed by May 1st and each counselor subject to this policy shall be provided with a written copy of the evaluation results by May 10th.

The OSCES Evaluation will follow the timeline and required number of evaluations as (including those counselors identified as "Accomplished" or "Skilled" the previous school year) outlined through eTPES and on the OSCES Framework. The first of two (2) observations must be completed no later than the 1st of December. Notice of pre-observation meetings must occur at least five (5) working days prior to the pre-observation. The formal observation must occur within five (5) working days after the pre-observation meeting. The post-observation conference will occur within ten (10) days following the formal observation. The second of two (2) observations will be completed by the 15th of April. Counselors, who are required to be evaluated twice during the school year, will schedule with their evaluator by October 1st the date for their first observation. They will schedule their second date following the completion of their first formal observation cycle. Should the administrator determine that there are areas of concern that may require a third observation, the administrator will schedule a date for the second formal observation no later than March 1st to allow time for a third observation if necessary. Prior to the scheduling of the third observation, the member will be provided fifteen (15) school days to demonstrate improvement in the areas of concern identified in the first two (2) observations.

For those counselors who are on limited or extended limited contracts pursuant to ORC 3319.11, one (1) full evaluation cycle consisting of at least two (2) formal observations must be conducted annually by the 15th of April. For counselors who are under consideration for non-renewal, each evaluation must include at least three (3) formal observations by the evaluator of at least thirty (30) minutes duration, as well as "walkthroughs" pursuant to ORC 3319.111 (E) (1). Each counselor on a

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

limited or extended limited contract shall be provided with a written copy of the evaluation results by the 10th day of May. The counselor may select a credentialed evaluator of their choice from the District for their third evaluation if they so desire.

**Every possible attempt will be made to complete scheduled observations barring unforeseeable events that would require the attention of the credentialed evaluator. In the event an observation is missed, the evaluator will not require the counselor to complete a new pre-observation form or pre-observation meeting. In this instance, an informal meeting to provide an overview of the activity will be completed before the makeup of the formal observation is completed.

Timelines for Formal Observations

1. If only two (2) observations are required
   a. 1st formal observation by December 1st
   b. 2nd formal observation by April 15th
2. If only one (1) observation is required
   Completed by April 15th

Counselors on leave for fifty percent (50%) or more of the school year or who have announced their retirement not later than the first day of December of the school year in which the evaluation is otherwise scheduled will not be evaluated for that school year. Members may request that an Association representative attend any meeting during the evaluation process. Any member who is placed on an Improvement Plan shall be informed of this opportunity by their evaluator. If a member requests that Association representative attend an evaluation meeting, the evaluator shall schedule the meeting to accommodate the request.

An informal observation is a walkthrough of non-confidential activities during unannounced times. Such observations shall be documented in eTPES within five (5) days of the walkthrough and will focus on one or more of the following components:

1. Comprehensive School Counseling Program Plan
2. Direct Services for Academic, Career and Social/Emotional Development
3. Indirect Services: Partnerships and Referrals
4. Evaluation and Data
5. Leadership and Advocacy Professional Responsibility, Knowledge and Growth

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

The walkthrough must be of sufficient duration to allow the evaluator to assess the focus of the walkthrough.

The final summative rating is based on a holistic review of all seven (7) dimensions of the Ohio School Counselor Evaluation System. The evaluation shall acknowledge the performance strengths and performance deficiencies, if any, of the counselor evaluated.

H. Credentialed Evaluators

The Board will adopt a list of approved credentialed evaluators. Each counselor evaluation conducted under this policy shall be conducted by individuals who: 1) Are eligible to be an evaluator in accordance with the Ohio Department of Education guidelines; 2) Have completed evaluation training; 3) Hold a credential established by the Ohio Department of Education for being an evaluator; and 4) Be credentialed during the entire evaluation cycle of the counselor(s) they are evaluating.

1. A person who is under contract with the board pursuant to Section 3319.01 or 3319.02 of the Revised Code and holds a license designated for being a superintendent, assistant superintendent, or principal issued under Section 3319.22 of the Revised Code;

2. A person who is under contract with the board pursuant to Section 3319.02 of the Revised Code and holds a license designated for being a vocational director, administrative specialist, or supervisor in any educational area issued under Section 3319.22 of the Revised Code.

It is the intent of the Board to use Crestview administrators as the primary and secondary evaluators. Should the need arise to seek expertise from an outside credentialed evaluator, the Board will adopt a list of approved credentialed evaluators. A counselor whose work schedule involves travel between buildings will be evaluated by an evaluator from the counselor's primary assigned building.

I. Professional Growth and Improvement Plans

Counselors must develop Professional Growth or Improvement Plans based on the OSCES Evaluation Matrix and Metric(s).

1. School counselors with final summative ratings of "Accomplished" must develop Professional Growth Plans, for the next evaluation cycle.

2. School counselors with final summative ratings of "Skilled" must develop Professional Growth Plans collaboratively with their evaluators, for the next evaluation cycle.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

3. School counselors with final summative ratings of "Developing" must develop Professional Growth Plans with their evaluators. The Superintendent/designee approves the Professional Growth Plan.

4. School counselors with final summative ratings of "Ineffective" must develop Improvement Plans with their evaluators. The Superintendent/designee approves the Improvement Plans.

5. Professional Growth and Improvement Plans shall describe the specific performance expectations, resources and assistance to be provided.

6. Professional Growth Plans for a school year shall be developed not later than December 15th of each school year and shall be one (1) academic year in duration.

7. Improvement Plans for the next school year shall be developed not later than June 1st of each school year and shall be one (1) academic year in duration.

8. The Improvement Plan shall include:

   (a) Specific measurable performance expectations, resources and assistance to be provided; and,

   (b) A reasonable, desired level of performance that is expected and a reasonable time period to correct deficiencies; and,

   (c) Professional Development opportunities that will be provided at no expense to the counselor.

The District has discretion to place a school counselor on an Improvement Plan based on a rating of "Ineffective" or "Developing" in any individual standard of the evaluation system.

J. Retention and Promotion Decisions

The Board adopts the following procedures to be used by District administrators in making retention and promotion decisions;

Seniority shall not be a basis for making retention decisions, except when making a decision between counselors who have comparable evaluations.

K. Removal of Poorly-Performing Counselors.

The Board adopts the following procedures to be used by District administrators in removing poorly-performing counselors: See evaluation timeline for determination of a non-renewal.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

1. Deficiencies Identified Through Formal Observations

Observations resulting in identification of performance deficiencies shall be followed within five (5) days by a conference between the evaluator and the member in order for questions arising from the observation to be discussed. All of the evaluator's observations shall be compiled in writing. A copy of the written observation report shall be given to the member at the post-observation conference. The second and subsequent observation(s) of each evaluation where deficiencies that may lead to adverse personnel action have been identified will be conducted in the same or similar class as where the deficiency(ies) were initially observed.

The evaluator and/or immediate supervisor involved in the particular area of the member's work shall assist the member in attempting to correct the deficiencies.

The evaluator shall submit a written plan for correcting the deficiencies which shall include ways in which the evaluator/supervisor shall assist the member to correct the deficiencies. The plan shall include a reasonable time between observations to allow time for improvement in the areas of performance deficiency. (See OSCES Model Improvement Plan) It is the responsibility of the supervisor to define the deficiencies and to provide a specific plan. It is the responsibility of the member to implement said plan.

2. Response to Evaluations

If the counselor deems the formal written evaluation report to be incomplete and/or inaccurate, the member, within five (5) days of the completion of the evaluation report, will put objections in writing and have them attached to the evaluation report to be placed in the member's personnel file. A copy signed by both the member and the evaluator shall be retained by the member. The evaluator's signature should not be construed as evidence that the evaluator agrees with the contents of the member's writing objections.

3. Other Deficiencies regarding professional behavior and expectations as an educator as identified in the counselor job description

Other deficiencies regarding the member's failure to adhere to reasonable work rules or other documented deficiencies not noted during the formal observations must be put in writing and provided to the member within five (5) days after the administrator becomes aware of the deficient performance but not later than the date of the member's receipt of the next evaluation report. The evaluator/immediate supervisor shall include said deficiencies in any plan for correction of deficiencies and shall include a reasonable time period for correction.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

4. Response to documented deficiencies regarding professional behavior and expectations as identified in the counselor job description

If the member deems the documented deficiency(ies) to be incomplete and/or inaccurate, the member, within five (5) days of the notification of the deficiency(ies), will put objections in writing and have them attached to the documentation to be placed in the member's personnel file. A copy signed by both the member and the administrator shall be retained by the member. The administrator's signature should not be construed as evidence that the administrator agrees with the contents of the member's written objections.

L. Reporting Final Summative Ratings

Ohio Evaluation System (OhioES)

1. The Superintendent shall choose Option 2, or similar which permits LEA opportunities for document upload, in OhioES for submitting counselor evaluation data to the ODE and/or third parties. Rebuttal for OhioES may be submitted through the appropriate avenue in OTES. Submission of a rebuttal needs to occur prior to "pinning" the document. Should the need for rebuttal occur after "pinning", the member should contact the building administrator or Superintendent to "unpin" the document.

2. Bargaining unit members are encouraged to utilize the "upload" tab for evidence documentation throughout the evaluation cycle. (Up to May 1st) Uploading of evidence may be used to support the observation standards in OTES in order to potentially improve their performance rating.

3. The school counselor final summative rating is determined by using the Ohio School Counselor Evaluation Rubric, which includes six (6) standard areas and the Metric(s) of Student Outcomes area. Using the evaluation rubric, the evaluator will determine the holistic final summative rating for the school counselor: "Ineffective", "Developing", "Skilled" or "Accomplished". The Ohio School Counselor Evaluation System does not include a weighting factor for the seven (7) areas found on the evaluation rubric because all seven (7) areas are critical to determine school counselor performance. The key point is that evaluators should not consider one (1) area in isolation but should analyze each in relation to all other areas of performance.

403 Procedures of Evaluation for Non-OTES Teachers

Observation/evaluation for bargaining unit members who teach less than fifty percent (50%) of their time providing instruction to students shall be conducted in accordance with the provisions of this Section of the Contract.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

A. Evaluator

Evaluation of a member shall be conducted by the member's immediate supervisor or other individuals who are not bargaining unit members and who are qualified to evaluate the performance of said member in accordance with the Ohio Revised Code Section 3319.111. In the event a member performs work under the supervision of more than one supervisor, one supervisor from the member's area(s) of assignment shall be designated as the evaluating supervisor.

B. Orientation

Member(s) employed in their first year in the Crestview Local School District and member(s) who are in the last year of his/her current contract shall attend a meeting called by the building principal. Said meeting shall be held prior to October 1st and shall be for the purpose of reviewing the evaluation process. A member reassigned to a different building and principal after the beginning of the school year shall receive such orientation from the new principal within fourteen (14) days of beginning work in the new assignment. Members who are assigned to work in more than one (1) building and under more than one (1) principal shall be assigned to attend only one (1) meeting which would normally be with the principal/evaluator.

Not later than October 15th of each year that evaluation is to occur, or in the case of a new member or reassigned member within fourteen (14) calendar days of the first day worked, each member shall be notified in writing by the Superintendent of the name and position of the primary evaluator. The building principal and/or Superintendent may also conduct formal evaluation(s). In the event that the primary evaluator is placed on leave or resigns his/her position a replacement evaluator shall be appointed by the Superintendent before any subsequent observation or evaluation occurs.

The formal program of member evaluation will be accomplished through classroom observation followed by a written evaluation on the selected forms, copies of which are found in Appendix F. During the 2009-10 school year, a committee comprised of members of the Association and administrators will be formed to evaluate and add to the rubric currently in Appendix F.

C. Schedule for Evaluations

The following schedule shall be followed with respect to the frequency of evaluation.

1. Newly-hired members to the Crestview Local Schools, - a minimum two (2) evaluations per year for the first two (2) years;

2. Limited contract members with more than two (2) years, but less than five (5) years in the bargaining unit - a minimum two (2) evaluations per school year;

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

3. Multi-year limited contract members with more than five (5) years in the bargaining unit - a minimum two (2) evaluations during the school year which contract renewal will be considered;

4. Continuing contract members and multi-year limited contract members whose contracts do not expire during the school year - a minimum one (1) evaluation every third school year;

5. If, after the initial evaluation, the administrator determines the bargaining unit member's performance to be satisfactory, the administrator may opt not to continue the evaluation process.

6. Should the immediate supervisor choose not to evaluate, the performance of the affected individual shall be considered to be at least satisfactory.

D. Criteria for Evaluation

A member shall be evaluated on criteria set forth in the Evaluation Instrument, Appendix F of this Contract.

No member shall be evaluated on his or her work performance except after fair and reasonable observation of the work performance of the member.

All monitoring or observation of the work performance of a member should, where possible, be conducted openly and with full knowledge of the member.

404 Observations

A. Schedule of Observations

A minimum of one (1) observation shall be conducted to support each performance evaluation unless the evaluator deems unnecessary as indicated in 401, D. 5. A formal observation shall last a minimum of thirty (30) minutes. If deficiencies are identified, there shall be at least seven (7) calendar days [four (4) of these days must be school days] between the post-observation conference and the next formal observations. If after any second formal observation of any evaluation a member's performance is found to be deficient to the extent that adverse personnel action may result, identified deficiency(ies) will be addressed in subsequent evaluation procedure.

B. Observation Conferences

The first formal observation shall be preceded by a conference between the evaluator and the member in order for the member to explain plans and objectives for the work situations to be observed. Thereafter, the evaluator will announce his/her intent to observe but is not required to specify the precise day or time. A post-observation conference shall be held after each formal observation.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

405 Identification of Deficiencies

A. Deficiencies Identified Through Formal Observations

Observations resulting in identification of performance deficiencies shall be followed within five (5) days by a conference between the evaluator and the member in order for questions arising from the observation to be discussed. All of the evaluator's observations shall be compiled in writing. A copy of the written observation report shall be given to the member at the post-observation conference. The second and subsequent observation(s) of each evaluation where deficiencies that may lead to adverse personnel action have been identified will be conducted in the same or similar class as where the deficiency(ies) were initially observed.

The evaluator and/or immediate supervisor involved in the particular area of the member's work shall assist the member in attempting to correct the deficiencies.

The evaluator shall submit a written plan for correcting the deficiencies which shall include ways in which the evaluator/supervisor shall assist the member to correct the deficiencies. The plan shall include a reasonable time between observations to allow time for improvement in the areas of performance deficiency. (See Form B in Appendix F.) It is the responsibility of the supervisor to define the deficiencies and to provide a specific plan. It is the responsibility of the member to implement said plan.

B. Other Deficiencies

Other deficiencies regarding the member's failure to adhere to reasonable work rules or other documented deficiencies not noted during the formal observations must be put in writing and provided to the member within five (5) days after the administrator becomes aware of the deficient performance but not later than the date of the member's receipt of the next evaluation report. The evaluator/immediate supervisor shall include said deficiencies in any plan for correction of deficiencies and shall include a reasonable time period for correction.

406 Finalization of Evaluation

A. Written Evaluations

1. First Evaluation

(a) The first evaluation for all members with less than four (4) years in the bargaining unit and those members during the school year in which contract renewal will be considered shall be completed no later than January 15th.

(b) The first evaluation for all members with more than four (4) years in the bargaining unit or those members in years in which contract

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

renewal will not be considered shall be completed no later than May 1st.

2. Second Evaluation

(a) The second evaluation for all members where adverse personnel action is contemplated shall be completed no later than March 1st.

(b) The second evaluation for all members where no adverse personnel action is contemplated shall be completed no later than May 1st.

3. Adverse Personnel Action Evaluation

At least one (1) evaluation in addition to the number described above shall be completed by the designated evaluator of any member for whom non-reemployment of a regular teaching contract is considered. This additional evaluation must be completed no later than April 5th. At least one (1) evaluation shall be made no earlier than February 16th and no later than April 5th.

4. Member Initiated Evaluation

An evaluation, initiated by the request of the member and conducted by an administrator selected by the member who is not the designated evaluator, shall be completed prior to any adverse personnel action being taken. The request for a member initiated evaluation must be submitted in writing to the Superintendent no later than February 15th. This evaluation may be in progress at the same time as the second or third evaluation stated above.

Prior to the finalization of any formal evaluation report, both a copy of the written evaluation report shall be given to the member and a conference shall be held between the member and the evaluator. The conference for each evaluation shall occur within ten (10) days after the last applicable observation.

B. Completion of Evaluation Process

The performance evaluation of a member shall be based upon the observations of the member's performance and other deficiencies as identified through Article 403 Section B (stated previously). The evaluation shall acknowledge the performance strengths (if any) of the member as well as performance deficiencies (if any). The evaluator shall note all the data used to support the conclusions reached in the formal evaluation report. The evaluation report shall be signed by the evaluator and member to verify notification that the evaluation will be placed on file. The member's signature should not be construed as evidence that the member agrees with the contents of the evaluation report.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

C. Response to Evaluation

If the member deems the formal written evaluation report to be incomplete and/or inaccurate, the member, within five (5) days of the completion of the evaluation report, will put objections in writing and have them attached to the evaluation report to be placed in the member's personnel file. A copy signed by both the member and evaluator shall be retained by the member. The evaluator's signature should not be construed as evidence that the evaluator agrees with the contents of the member's written objections.

D. Personnel Action Requirements

If the evaluator decides to recommend contract non-renewal, contract termination, denial of continuing contract, or any other adverse personnel action, the member shall be given the reasons in writing at least seven (7) days prior to any official Board action.

A member shall be entitled to Association representation at any conference held during this procedure where the member will be advised of an impending adverse personnel action.

407 Joint Evaluation Committee

The Association and the Board agree to follow ORC 3319.111, 3319.112, and 3319.114 in addition to establishing a joint evaluation committee for the purpose of assessing and making recommendations concerning the evaluation policy, procedures, and the instrument used for the evaluation of unit members. This committee will also be charged with assessing and making recommendations concerning the many aspects of the High-Quality Student Data (HQSD) and providing and/or recommending professional development on HQSD for the unit members. The committee shall be comprised of four (4) Association members appointed by the Association President (or Co-Presidents) and four (4) members appointed by the Board or its designee. Committee members shall serve staggered terms of three (3) years. The committee shall be chaired jointly by an Association committee member and a committee member appointed by the administration. All decisions of the committee shall be achieved by consensus (meaning a majority of members are in agreement and the other members agree to be bound by the majority's decision). Members of the committee may receive release time for committee work and for training; provided that, such release time is pre-approved by the Superintendent or designee. All training shall follow the practice development procedures. Members of the committee shall receive compensation for work performed outside of the contractual workday; provided that, any such work is pre-approved by the Superintendent or designee. The committee may utilize a consultant(s) as it deems necessary; provided that, any cost associated with the use of a consultant must be pre-approved by the Superintendent or designee. The parameters for the use of HQSD shall be consistent with law. Any changes in the weighted percentages regarding the use of various HQSD will not be undertaken by the Board without input from the committee. To the extent any changes recommended by the committee are subjects

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

about which the parties are required to bargain, such changes must be ratified by the membership and the Board.

Evaluation Committee

A standing Evaluation Committee will meet annually in May and August to make recommendations regarding the evaluation process based on information reported to the Committee by teachers and evaluators. The Evaluation Committee will be comprised of four (4) members appointed by the Superintendent and four (4) members appointed by the Association President. The committee shall be advisory only. Other than mandatory changes required by law, any recommended changes by the committee to the evaluation procedure shall be by mutual agreement of the parties and subject to ratification by the Association and Board. Compensation for committee members shall be paid under the same parameters as Section 901 (LPDC).

408 Provision Supersedes ORC Sections

Provisions 403-407 shall supersede Sections of the Ohio Revised Code that address the requirements of teacher evaluation, i.e., Section 3319.111.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE V TEACHING CONDITIONS

500 Member Workday

The length of the member workday shall be seven (7) hours and thirty (30) minutes.

501 Preparation Time

Members shall have time for preparation or planning in accordance with requirements of this Section. On days of delayed start, planning time is reduced from the weekly total.

A. It is understood that members will not have student supervision responsibilities or other assigned responsibilities during the time periods that are specified as preparation/planning time.

B. It is the expectation that preparation/planning periods are used solely for job-related purposes. Administration may request OTES-related conferences be held during preparation/planning periods.

C. Member preparation/planning periods shall be the same length building-wide, allowing for minor period length variations due to announcements or similar purposes.

D. Teacher serving multiple buildings (music, art, physical education) shall have preparation time in accordance with the requirements that govern the level where a majority of his/her time has been assigned.

E. Prior to open house each school year, the teachers will have not less than five (5) hours, with at least three and one-half (3 ½) hours being afforded prior to the evening of open house, to independently prepare for the school year. Class lists and schedules will be available at least one (1) weekday prior to the preparation time.

F. Exceptional Needs Teachers (Special Education and Gifted) will have one (1) day at school per school year to write Individualized Educational Plans, which may be used in ¼ day increments.

G. A minimum of one (1) hour will be provided for end-of-term grading. Grades must be entered five (5) days following the end-of-term, except final grades which are due at check-out.

H. Teachers in Grades K – 4:

Such member(s) shall have two hundred fifty (250) minutes per week during the regular student school day for preparation, conference, and planning time that shall be made up of time segments of not less than twenty-five (25) minutes. Members shall have at least one (1) such time segment per day.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

I. Teachers in Grades 5 – 12:

Such member(s) shall have least one (1) preparation/planning period per day during the regular student school day. A period must be no less than forty-two (42) minutes and no more than fifty (50) minutes.

502 Class Size/Work Load

A. Class size/work load shall be in accordance with the following requirements:

1. Instructional classes in grades K-4 shall not exceed twenty-five (25) (or other limit set forth in Ohio Revised or Administrative Code) instructional students including mainstreamed students on a per subject taught basis. The above stated number of students may be exceeded but must be in accordance with part B below.

2. Members teaching instructional classes in grades 5-12 shall not be assigned more than twenty-seven (27) instructional students per class period including mainstreamed students. Such class size/work load shall be equitably distributed within each subject/grade level area. The aforestated number may be exceeded but must be in accordance with part B below. Members shall not have more than three (3) instructional preparations per day, except that members who have under one hundred thirty (130) students per day may have four (4) instructional preparations per day.

3. Members who perform the instruction of electives/specials (K-12) shall not be subject to the requirements stated in part 2 above; however, the number of students shall not exceed the number of work stations that are available, and in the case of study halls, shall not exceed fifty (50) students per teacher/aide.

4. When class size approached maximum level or a high level of student needs are present, additional support may be evaluated with membership and administration. When the maximum class size numbers stated above are exceeded as a result of such inclusion/mainstreaming assistance shall be provided.

5. Duties, Assignments, and Lunch Supervision.

(a) Definitions.

(1) An assignment in this context shall be understood to mean the responsibility given to a member during the instructional day, such as course load, study halls, office support, etc., and are typically longer than a duty.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

(2) A duty in this context shall be understood to mean the supporting supervision responsibilities, such as hall monitor, drop-off/pick-up monitoring, that are assigned to a member. These are shorter in duration [maximum fifteen (15) minutes], before and after the instructional day, and go beyond the member's assigned workload.

(3) Lunch supervision is understood to mean a specific assignment during the lunch period.

(b) All CTA members may be assigned duties at the discretion of the principal. Intervention Specialists, who are exclusively in a self-contained classroom, shall not be assigned morning duties. The building principal will equally distribute duties on a time basis to the best of his/her ability.

Duty for all members would be limited to one (1) duty of no more than fifteen (15) consecutive minutes per day.

(c) Members who teach in grades K - 4 shall not be required to perform supervisory responsibilities during the noon time recess/playground time period. Members K - 8 may have lunch time supervision responsibilities and assignments will be made on a rotating basis.

Members shall have a thirty (30) minute duty-free lunch period.

B. Should it become necessary to exceed the requirements as specified in part A above the following provisions shall be followed:

A member who agrees to an assignment of students that exceeds the appropriate required number (either per class or instructional time period) shall receive a stipend of thirty-six thousandths (.036) of his/her gross salary for each assigned instructional student over and above the appropriate specified number per class/instructional time period and/or school day. Such overage(s) will be computed as follows:

1. <u>Grades K - 4</u>

(a) When overage is for the full instructional day, payment will be computed by multiplying .036 times the member's gross salary for the period of time involved times the overage.

(b) When the overage occurs for less than the full instructional day, payment will be computed by multiplying .036 times the member's

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

gross salary for the period of time involved times the fractional part of the instructional day

$$\frac{\text{overage time period}}{\text{total instructional time period}}$$

times the coverage.

2. Grades 5 - 12

(a) When overage is for the full instructional day, payment will be computed by multiplying .036 times the member's gross salary for the period of time involved times the overage.

(b) When the overage occurs for less than the full instructional day, payment will be computed by multiplying .036 times the member's gross salary for the period of time involved times the fractional part of the instructional day that is involved times the overage. Fractional part of instructional day means:

Coverage time period (class periods) for 5 – 12

A stipend will be paid only for the period of time that an overage exists. Teachers can monitor enrollment date and withdrawal date through the student information system or consult with the building secretary or registrar. Such stipend shall be paid on the second payday in June after the end of the school year. Computation for determination of the amount of said stipend shall be applied uniformly to all affected members in accordance with this provision.

3. Additional Conditions for Grades K - 6

Student class assignments will be the responsibility of the building administrator with the following conditions:

(a) The building administrator will make best effort to ensure all class assignments are reasonable and equitable for all teachers and students.

(b) The number of students with IEPs in a classroom will be limited to six (6), and special needs students may be placed in more than one (1) regular classroom at the appropriate grade level to ensure equitable distribution.

(c) At the beginning of the school year, initial class assignments in inclusionary classrooms shall contain two (2) less students than non-inclusionary classrooms at the same grade level.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

C. The parties understand that the provisions of Ohio law and the minimum standards as set forth by the Ohio Department of Education are not superseded by the specifications of this Section.

503 Professional Work Center

At least one (1) professional work center shall be established in each instructional building unit. Such work center shall be located in an accessible area to members in each building unit and shall be of such size as to accommodate the needs of members. Each work center shall have at least a telephone, copier and one large work table with an ample supply of materials that are necessary to utilize the equipment provided. All equipment shall be kept in good working condition. In addition to the above mentioned work items, each work center may be equipped with a refrigerator, microwave, shelving, bulletin board (minimum 3' x 6'), and soft furnishings for the comfort of the members.

504 Teacher Substitution

If a request has been declined from all staff in attendance, the administration may assign staff substitution even to someone who previously declined on a rotational basis. Members may be asked by the administration only to assume the responsibility(ies) for an absent member's class during his/her regularly scheduled planning/preparation period up to a limit of two (2) periods per week, with the exception of the month of May. This limit may be exceeded at the option of the member. The member shall have the right to reject such request. Compensation to the teacher covering that class period shall be the rate listed in Section 903 per class period covered.

505 Parent Complaint Procedure

A. All parent complaints against members should be resolved by personal conferences at the school level. Such conferences should involve those directly concerned with the problem which shall include the member.

B. Attempts to resolve parent complaints shall begin at the lowest level as soon as possible; complaints should follow a process of member to principal to Superintendent and to the Board. Complaints received at higher levels shall be routed to the lowest level for resolution. See current Board policy for specific procedures.

C. The primary focus of all administrators and members in this regard will be on the prompt and equitable resolution of problems.

D. Parental complaints shall not be used in the required evaluation process unless the subject(s) of the parent complaint is verified by and in accordance with the evaluation procedure.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

506 Employment Practices

A. The Crestview School District affirms its practice of being an equal opportunity employer and shall not discriminate against any applicant or member in terms of wages, hours, or terms and conditions of employment on the basis of race, ancestry, religion, color, national origin, age, sex, marital status, political affiliation, and/or Association activity.

B. The patterns, practices, and procedures as set forth in this Contract shall be applied uniformly to all members except as may be otherwise required by statute or elsewhere in this Agreement.

C. Regular teaching assignments will only be made in areas for which the member is or agrees to become properly certified.

D. The Board shall require that a copy of Board policies and administrative rules and regulations be available: One (1) copy will be available in the office of the Superintendent and an electronic copy made available on the District Web site and will be kept up-to-date. Members are encouraged to review in order to familiarize themselves with such policies and regulations. The Superintendent or his/her designee will inform job applicants of the availability of these documents.

507 Academic Freedom

Each member has the right to perform his/her professional responsibilities in the classroom in a way he/she believes will best encourage a broad and complete understanding by students of educational subject matter. Such right shall be exercised within the bounds of professional responsibility and the Board adopted educational philosophy and curricula.

508 Purchase of Prior STRS Service Credit through Payroll Deduction

Employees of the Crestview Local Schools who are members of the State Teachers Retirement System may purchase authorized service credit through payroll deduction in accordance with the rules and regulations established by the State Teachers Retirement System. The responsibility for determining the amount of service credit available for purchase and establishment of the amount to be withheld shall be the responsibility of the employee as long as it meets the rules and regulations established by the State Teachers Retirement System.

509 Teaching Conditions

Staff Meetings – Staff members must attend the monthly staff meeting at a date predetermined by the start of the school year. Meetings will be held after the school day for a maximum of thirty (30) minutes, which may result in an extension of the workday as described in Section 500. Staff meetings are for the purpose of providing building updates and non-curriculum professional development, such as procedural information.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

510 College Course Offerings/College Credit Plus (CCP)

A. Curriculum that the administration agrees requires creation or modification for College Course Offerings/College Credit Plus (CCP) classes will be compensated at the rate listed in Section 903 up to twenty (20) hours to modify curriculum or up to forty (40) hours to create curriculum, in coordination with the building administrator.

B. When staff members must pursue additional coursework to be eligible to teach a College Course Offerings/College Credit Plus (CCP) class, the staff member shall be eligible for tuition reimbursement as stated in Article 812.

511 School Year Days to Hours and Calamity

The annual school year calendar shall contain one hundred eighty-four (184) teacher workdays. The starting and ending dates for the teachers' work year shall be determined by the Board. The scheduled workday will include seven and one-half (7 ½) hours of duty. Teachers will be paid for the number of days worked including days used from accumulated leaves.

The Board of Education shall annually adopt a school calendar which will include a schedule of potential make-up days, if required due to an excess in emergency closing(s).

School Calendar Input:

Teachers will be given opportunity to provide input on the calendar through a representative committee to be appointed by the Superintendent which shall include the Association's building representatives. Recommendations of the committee will be submitted in writing to the Superintendent. The final adoption of the school calendar is the responsibility of the Board.

512 Preschool Teachers

Preparation Time

Preschool teachers shall be allocated two hundred fifty (250) minutes of individual planning time each Friday, designated for instructional preparation, lesson development, assessment review, documentation, and other responsibilities that support effective early childhood instruction.

This time is provided in recognition of the fact that no planning periods are available Monday through Thursday due to the full instructional schedule when preschool students are in attendance.

In addition, IEP meetings, Evaluation Team Report (ETR) meetings, play-based assessments, and developmental screenings may be scheduled on Fridays in accordance with a predetermined schedule provided at the beginning of each school year. In the event

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

these scheduled activities reduce the preschool teacher's ability to receive the full two hundred fifty (250) minutes of planning time on a given Friday, every effort will be made to provide equivalent planning time on an alternate Friday, ensuring sufficient time for instructional preparation.

If a Friday is designated as a professional development day, and the planning time is similarly impacted, make-up planning time will be provided on another Friday, as appropriate.

Collaboration Time

To support curriculum alignment, instructional planning, and the enhancement of student development and learning outcomes, preschool teachers shall engage in up to twenty (20) minutes of collaborative planning and/or team meetings four (4) days per week, as scheduled.

Preschool teachers will not be allotted more collaboration time than K–4 teachers. When daily collaboration time is not feasible due to scheduling constraints, this time may be rescheduled and allocated on alternating Fridays throughout the school year.

Professional Development

Preschool teaching staff shall receive three (3) days of professional development annually that is specific to early childhood education and/or aligned with preschool licensure requirements. These training opportunities are intended to meet the ongoing professional development standards required by the Step Up To Quality (SUTQ) system and support continuous improvement in early learning practices.

In cases where professional development is necessary to meet preschool licensing or SUTQ compliance requirements such as First Aid, CPR, Communicable Disease training, and Child Abuse Recognition and Prevention, training conducted outside of the contractual year or standard work hours shall be compensated at the committee rate specified in Article 903, for approved training completed beyond regular school hours or the contractual work period.

The District shall cover the registration fees for professional development activities required to maintain preschool licensure or meet SUTQ compliance standards, including those listed above.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE VI CONTRACTS

600 Assignments

Assignments (building, grade, level, subject, etc.) for the succeeding school year shall be provided in writing to each member no later than June 30 of each year. Such notification shall be provided by the principal or Superintendent. If a change in assignment is necessary after June 30th, the Board and Association will negotiate terms related to the reassignment.

601 Transfer

If the Superintendent and/or principal directs a transfer in building, subject, or grade level, notification thereof shall be given to the involved member(s) by June 30th preceding the effective date of said involuntary transfer. Said notification shall include a meeting of the involved member and the Superintendent or his/her designee to explain the circumstances of the transfer. No member shall be involuntarily transferred without cause. Cause may include, but is not limited to, staffing needs or teaching deficiency as identified through the evaluation procedure as an ongoing deficiency and where such transfer is anticipated to correct said deficiency. When involuntary transfers are necessary due to a staffing need, a member's area(s) of certification and his/her teaching experience will be used in determining if a member is to be transferred. Members being transferred will be assigned only to a position for which they are certified. If a transfer is necessary after June 30th, the Board and Association will negotiate terms related to the transfer.

602 Position Openings

A. Posting of Position Openings

1. All teaching openings for certified members, regardless of position, time of year, or whether the opening implies a promotion, shall be posted in the Board office, on the District's website, e-mailed to the member's school e-mail address. Posting will be for three (3) working days.

2. The Association President shall receive copies of all notices of openings at the time of posting or notification.

3. All notices shall be dated.

4. No position will be filled prior to five (5) days from the date the notice was posted or postmarked. Members must submit their letters of interest during the first three (3) days of the five-day period while the position is unfilled.

5. Vacancies that occur during the school year may be filled with a substitute for the remainder of the school year. The job will be posted immediately with an effective date for the following school year.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

B. Such notices shall clearly set forth the minimum qualifications, a description of the duties to be performed, salary, and procedures for application. Where the posting(s) is/are to contain significant changes from prior postings for the same or similar position(s), such changes and the rationale for said changes shall be communicated to the Association President prior to the posting(s).

C. Any member who holds the specific certification or who will have the specified certification prior to the effective date of the opening, may apply for an open position and shall be granted an interview.

D. Current members who apply and are qualified shall have preference over new employee(s). "Preference" shall be defined as the guarantee to be fairly considered in the light of the qualifications for a given position weighed with those of all candidates. Where such qualifications are equal, the senior equally qualified internal candidate shall receive the appointment.

603 Individual Member's Contract

Contracts for teaching in the Crestview Local Schools shall be of two (2) types.

A. Limited Regular Teaching Contracts (shall not apply to supplemental responsibilities)

Beginning with employees hired on or after the 2012-2013 school year, Limited Regular Teaching Contracts (shall not apply to supplemental responsibilities) shall be approved by the Board on the recommendation of the Superintendent as follows:

1. A one (1) year Probationary contract will be granted for the first four (4) years of employment. Teachers with less than four (4) years of experience with the Crestview Local School District may not have the just cause provision for non-renewal purposes. This applies to newly-hired teachers as of July 1, 2012.

2. Two (2) year contracts will be granted for the fifth/sixth and seventh/eighth years of employment in the Crestview District if the member is recommended for employment.

3. Three (3) year contracts will be granted after eight (8) years of continuous employment in the Crestview District if the member is recommended for employment. (See Appendix J-2 for Teacher's Contract - Limited.)

With regard to employees hired before the 2012-2013 school year school year, Limited Regular Teaching Contracts shall be approved by the Board on the recommendation of the Superintendent as follows:

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

4. Three (3) year contracts will be granted after seven (7) years of continuous employment in the Crestview District if the member is recommended for employment (See Appendix J-2 for Teacher's Contract – Limited).

B. Continuing (shall not apply to supplemental responsibilities)

Continuing contracts shall be awarded to those members who become eligible through certification and service requirements established by Ohio statute upon the recommendation of the Superintendent of Schools and approval by the Board. If in the midst of a limited contract a member becomes eligible for a continuing contract, said member must notify the Superintendent, in writing, prior to thirty (30) calendar days from the end of the school year and provide proper transcripts to verify such eligibility. Those members who notify the Superintendent after the previously stated deadline will be considered for continuing contract/evaluation at the beginning of the next school year. The Superintendent shall require the member's principal/immediate supervisor to conduct a formal evaluation of the member within thirty (30) calendar days.

Based upon this evaluation, the Superintendent's recommendation, and the Board's approval the limited contract shall be interrupted and the member be granted a continuing contract. (See Appendix J-1 for Teacher's Contract - Continuing.)

C. Non-Renewal of Limited Teaching Contracts

Non-renewal of limited teaching contracts for probationary employees who have been employed for two (2) years or less and who were employed by the Board after July 1, 2009.

1. On or before May 1st, the member will be given written notification by the Superintendent that a recommendation will be made to the Board not to renew the member's contract.

2. This non-renewal procedure for teachers who have been employed for two (2) or fewer years supersedes all provisions of ORC 3319.11 and ORC 3319.111, and such teachers shall have no right to challenge said non-renewal pursuant to ORC 3319.11 and ORC 3319.111.

604 Supplemental Limited Contracts

A. Supplemental Duties Defined

Supplemental duties shall be defined as those duties which are performed during time in excess of the workday, work week, work year, or in addition to the member's regular duties. Member's performing supplemental duties shall be issued written, individual, limited contracts that include:

1. duration of supplemental contract

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

2. title of supplemental position

3. amount of supplemental compensation or hourly rate by payment Section

(See Appendix J-3 for Limited Contract – Supplemental Duties)

B. Filling Supplemental Positions

Posting and filling of supplemental positions shall be in accordance with Article 602.

C. Acceptance of Supplemental Positions

Acceptance of a supplemental contract shall be voluntary.

D. Compensation for Supplemental Positions

1. Compensation for supplemental duties shall be as set forth in this Contract provided that all compensation paid shall be determined solely according to the principle of equal pay for equal work and without regard for age, sex, race, creed, religion, national origin, disability, or marital status.

2. Members shall be paid in accordance with Article 813 Section E (3) (Supplemental Salary Schedule) in this Contract.

E. Non-Renewal of Supplemental Contracts

1. Supplemental contracts shall be automatically non-renewed, as stated on the supplemental contract and in accordance with ORC Sections 3319.11 and 3313.53 [see Appendix J-3 (to be updated)], except as stated below.

2. A member's performance in a supplemental position shall not have an adverse effect upon such member's regular teaching contract or the performance of those teaching responsibilities.

3. For Head Varsity Coaches only:

(a) The Board may provide multi-year supplemental limited contracts for head varsity coaches for up to three (3) years after the completion of two (2) continuous years as a head coach in that sport.

(b) In the year of non-renewal of a multi-year supplemental contract, head varsity coaches will be notified of intent of non renewal of said supplemental limited contract by written notice within thirty (30) days of the following Board meetings, and said contracts will be renewed/non-renewed:

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Fall Sports:	January Board Meeting
Winter Sports:	May Board Meeting
Spring Sports:	July Board Meeting

(c) Failure of the Board to provide timely notice of intent to non-renew or to act in a timely manner shall result in automatic for renewal.

(d) If the head varsity coach resigns his/her regular teaching limited or continuing contract or said teaching contract is terminated or non-renewed as per the Collective Bargaining Agreement or Ohio Revised Code, any and all supplemental limited contracts are no longer in effect.

F. Bargaining Unit Status

Bargaining unit positions that are supplemental [are specified in Article 813 or in the case of a new position(s) should be specified in Article 813] in nature shall be filled by bargaining unit member so long as such bargaining unit member is reasonably qualified for such position.

G. Bargaining unit members who are employed under a limited supplemental contract shall be observed where the member's primary responsibilities are performed. A written evaluation will be given to the member within fifteen (15) days after the completion of the activity or the last day of school, whichever comes first.

605 Reduction in Force

A. Scope

If the Board determines that a reduction is necessary, a reasonable reduction of teaching positions may be made by suspending members' contracts; in the event that a reduction becomes necessary as a result of a decreased enrollment of pupils, return to duty of regular members after leaves of absence, by reason of suspension of schools or territorial changes affecting the District or for financial reasons (only after substantial reductions have taken place in other areas).

When the affected member's limited contract is expiring, such limited contract shall be renewed and then the new contract shall be suspended to accomplish the desired reduction.

B. Attrition and Suspension

1. The number of persons affected by a reduction in force will be kept to a minimum by not employing replacements for members who leave as a result of normal attrition.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

2. Reduction which cannot be achieved through attrition shall be made by suspension of contracts. Suspension shall mean that a member shall be placed in an inactive state of employment from an active state of employment.

3. All members who are suspended shall be given written notification at least thirty (30) calendar days prior to the effective date of the suspension.

4. Contract suspensions will be effective at the start of a school year unless the suspensions are for reasons of a return to duty of a regular member after a leave of absence or territorial changes affecting the District.

C. Procedure for Reduction

1. At least forty-five (45) calendar days prior to a reduction, an updated seniority list of all members in each area of certification shall be developed by the administration according to the seniority provisions set below. The Association President shall receive a copy of this list.

2. The Association President shall be notified of the Board's intent to implement a RIF program at least thirty (30) calendar days prior to the effective date and a meeting shall be held between the Association President and representatives of the Board of Education to discuss the RIF program at this time. At this meeting, the administration shall present a list indicating the specific number of positions to be RIF'd within each area of certification which shall include RIF by attrition.

3. Seniority shall be applied as follows:

(a) Preference for retention shall be given first to members with continuing contracts over limited contracts so long as evaluations are considered to be comparable [see part (e) below]; preference for retention shall be given second to members having greater seniority within each area of certification so long as evaluations are considered to be comparable [see part (e) below].

(b) Seniority shall be determined by the procedures in Article X of this Contract.

(c) Length of continuous service shall not be interrupted or affected by authorized leaves of absence.

(d) Members who are subject to being RIF'd have the right to bump members with less seniority in other teaching areas subject to the following stipulations:

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

The member who bumps must be properly certified in the teaching area which he/she intends to bump into.

The member who bumps must have been employed in this area for at least one hundred twenty (120) consecutive days any time during the last five (5) years immediately preceding the reduction or agrees to complete six (6) semester hours of college course work in that area during the twelve (12) month period following the effective date of the new assignment.

The member who bumps must have an evaluation rating that is comparable or better than the member holding the position being bumped into.

(e) "Competency as determined by formal evaluation" will be based solely on the performance component of the teacher evaluation system. The ratings for consideration as being comparable are as follows: "Accomplished" are comparable only to "Accomplished;" "Skilled" are comparable only to "Skilled," "Developing" are comparable only to "Developing;" "Ineffective" are comparable only to "Ineffective."

D. Procedure for Recall

1. A teacher whose name appears on the RIF list shall be offered reemployment when a position becomes available for which he/she is certified. This recall list shall remain active for three (3) years; that is, any laid off teacher will remain on this recall list for three (3) years beginning with the date of his/her lay off.

2. Teachers on the RIF list shall be offered reemployment to positions for which they are certified in the reverse order of reduction.

3. A teacher who is recalled to a position shall resume the contract status he/she held prior to the reduction and shall be credited with sick leave accumulation and years of service for salary schedule placement he/she had prior to reduction.

4. The seniority of a recalled teacher shall be calculated as if service were not interrupted.

5. Such right to recall may not be granted for recall to an area of certification in which the member has not been employed for at least one hundred twenty (120) consecutive school days during at least one (1) of the five (5) school years immediately preceding the reduction or agrees to complete six (6) semester hours of college course work in that area during the twelve (12) month period following the effective date of the recall. However, any

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

member who is not on the recall list shall not be employed for any vacancy which a person on the recall list is certificated to fill, unless the person on the list has declined the position.

6. If a vacancy occurs, the Board shall send a certified announcement to the last known address of all teachers on the recall list who are qualified according to these provisions. It is the teacher's responsibility to keep the Board informed of his/her current address. All teachers are required to respond in writing to the District office within fourteen (14) calendar days after receipt of such notice. The most senior of those responding shall be given the vacant position. Any teacher who fails to respond in accordance with the time limitation, or who declines to accept the position, shall forfeit all recall rights.

7. Members not employed as a result of the RIF program will be given first consideration as casual day-by-day or long-term substitute teachers as the need occurs.

8. Teachers whose contracts have been suspended shall have the right to continue insurance coverage (medical, dental, life) if permitted by the District's insurance carrier and/or COBRA benefits available according to federal law at the employee's cost.

606 Personnel Files

A. The administration shall maintain the official personnel file system in the District's central office. Said file shall be maintained by the Treasurer, who will be responsible for developing necessary and reasonable rules regarding access to the system, proper placement of material and security of the system. The Treasurer shall inform all office employees who may work with the system of all maintenance rules. Further, the Treasurer shall make necessary provisions to assure that the information is maintained in accordance with ORC 149.43, ORC 1347, and this Section of the Contract.

B. Access to the personnel file of an individual will be limited to the following: member, Board members, Treasurer, building administrators, or other persons who are entitled to access in accordance with the law of Ohio.

C. Upon a request for access to a member's personnel file, access shall be allowed. The member can be notified of the name of the person requesting file access, if the requestor provides his/her name. The member and/or a representative may be present. All examinations of personnel files shall be done in the presence of at least one (1) School District employee. This paragraph shall not apply to School District administration or Board members.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

D. No information, except verification of employment and/or salary, from the personnel file will be disseminated except by on-site access or by requirement of compulsory legal process.

E. The member shall have access to all personal information contained in the system at all times during regular office hours. There shall be no charge for access to the system except for copies requested by the member.

F. Upon request by the member, the Treasurer shall:

1. Inform of the existence of any personal information in the system;

2. Permit the member and his/her representative to inspect all personal information contained in the system except a confidential law enforcement investigatory record or trial preparation;

3. Inform the member regarding the types of uses made of the information, including the identity of users of the information. Also a log shall be maintained as a part of each member's file that will indicate the name and date that access was granted to the file;

4. Upon written approval of the member, grant access to the member's attorney or other representative, and;

5. Furnish the member with a copy of any information contained in the system upon payment of copying charges.

G. The member shall have the right to read all information (copy provided to the member) that is to be placed in the file prior to the actual placement and shall indicate that the material has been viewed by placing his/her signature and the date on the material. Said material shall be clearly identified as material that is to be placed in the official personnel file system. The signing of the material does not indicate that the member agrees with the content of the document. Further, the member shall have the right to respond, in writing, to any material that is to be placed in the system. Said responses shall be attached to and shall become a part of the document that is to be placed in the system. The response shall be included should disbursal of the original document be made.

H. Public comments will be placed in the personnel file of a member only when:

1. The allegation is in writing and is signed;

2. A conference was held including the parent, member, and the principal or immediate supervisor on any negative comment;

(a) The results or findings of the aforementioned conference will be reduced to writing by:

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

(b) the immediate supervisor and

(c) the member and have been attached to the complaint.

(d) No anonymous letters or material will be placed in the system.

I. The member shall have the right to dispute accuracy, relevance, completeness, or timeliness of information contained in the system. The Board shall, within a reasonable time, but not later than thirty (30) calendar days, make a reasonable investigation to determine whether the disputed information is accurate, relevant, timely, and complete and shall notify the member of the results of the investigation and of the action that the Board plans to take with respect to the disputed information. The Board shall remove all information from the system that is no longer timely, cannot be verified, or which is inaccurate.

607 Just Cause Provision

Members who have been employed by the Board for more than four (4) years shall not be: disciplined, non-renewed, or otherwise deprived of any professional advantage without "just cause" and compliance with applicable provisions of this Contract.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE VII SOLE AND EXCLUSIVE RIGHTS OF THE ASSOCIATION

700 Extended to Association/NEA/OEA/NCOEA

The rights and privileges enumerated in this Article shall not be extended to any teacher organization except the Association and its affiliates, the NEA, OEA, and NCOEA.

A. The Board and administration agree not to meet with, recognize, or negotiate with any teachers' organization other than the Association on behalf of the bargaining unit. The Association is the only teachers' organization which shall represent members in matters of professional concern.

B. Names and addresses of newly-employed bargaining unit members shall be provided to the Association President within two (2) weeks of Board approval of his/her contract. Such information shall only be for the private use of the Association.

C. Payroll deduction of professional dues for the members of the Association to the United Education Profession (defined as the National Education Association, Ohio Education Association, North Central Ohio Education Association, and the Crestview Teachers Association), in equal monthly amounts, commencing the last pay in October and continuing monthly through the last pay in August, or as otherwise indicated, with the written authorization of the member. A new member(s) (after the last pay in October) shall have the right of payroll deduction; however, the total deduction shall be divided equally among each of the remaining payroll periods of the current school year.

D. The Association shall be authorized to use the school mail and the Association mailboxes for Association business. The Association may affix nonpermanent Association identification on members' mailboxes. The Association shall be authorized to use the school's email distribution systems.

E. A bulletin board will be provided in each building for the use of the Association. The bulletin board will be located in an area readily accessible to bargaining unit members.

F. The Association may conduct Association business on school property during school hours. The conduct of such business, however, must not interfere in any way with the program of instruction. Time shall be allotted in building staff meetings for Association business when the Association building representative makes request for placement on the meeting agenda at least forty-eight (48) hours prior to the meeting time. The public address system may be used for Association announcements by building representatives at established announcement times. At no time shall a student make such announcement.

G. Representation of Members. A member shall be entitled to Association representation at any meeting with the administration/Board where the member(s)

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

believe(s) that disciplinary action may be the result of that meeting or where there is/are concern(s) about critical aspects of their jobs. Upon such request, said meeting shall be reasonably delayed for a period not to exceed seventy-two (72) hours until the representative is in attendance. For the purposes of this Section, an "Association Representative" shall mean a building representative, an officer of the Association or such representation as the member deems necessary.

H. The Association President or his/her designee shall receive notification when adverse personnel action or other disciplinary action is pending with respect to a member.

I. Informal Monthly Meetings - There shall be a monthly meeting of the Superintendent and the Association officers to informally discuss mutually important matters. Additional participants may be included at the invitation of either party.

J. Membership to UEP - The Board and the administration will respect the right of all members of the bargaining unit to join or assist the United Education Profession (UEP).

K. Facilities - The Board will provide the Association with a facility to hold general membership meetings at no cost for approximately two (2) hours once each month.

L. The Association President or his/her designee shall have the right to make brief organizational announcements at general teachers' meetings and faculty meetings.

M. Agendas, minutes, and financial statements, and other official documents that are public information will be made available to the Association by the Treasurer of the Board. The President of the Association will be notified of the time and place of all regular and special Board meetings.

701 Right to Fair Share Fee

A. Payroll Deduction of Fair Share Fee

The Crestview Local School District shall deduct from the pay of members of the bargaining unit, who elect not to become or remain members of the Crestview Teachers Association, a fair share fee for the Association's representation of such non-members during the term of the Contract. (No non-member filing a timely demand shall be required to subsidize partisan political or ideological causes not germane to the Association's work in the realm of member protection and collective bargaining.)

B. Notification

Notice of the amount of the annual fee [which shall not be more than one hundred percent (100%) of the unified dues of the Association] shall be transmitted by the

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Association to the Treasurer of the Board on or about September 30 of each year during the term of this Agreement for the purpose of determining amounts to be payroll deducted, and the Board agrees to promptly transmit all amounts deducted to the Association.

C. Schedule of Fair Share Fee Deductions

1. All Fair Share Fee Payers

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

(a) sixty (60) days employment in a bargaining unit position, or

(b) January 15th.

2. Upon Termination of Membership During the Membership Year

The Treasurer of the Board shall, upon notification from the Association that a member has terminated membership, commence the deduction of the fair share fee with respect to the former member (amount of the fee yet to be deducted shall be the annual fair share fee less the amount previously paid through payroll deduction). The deduction of said amount shall commence on the first date occurring on or after forty-five (45) days from the termination of membership.

D. Transmittal of Deductions

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

E. Procedure for Rebate

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

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

F. Hold Harmless

The Association agrees to hold the Board harmless from any and all damages and liabilities which may be sustained, or which may arise as a result of making the fair share fee deductions called for in this Section.

G. All bargaining unit members, including fair share fee payers, shall be eligible for selection to serve on the Principal's Advisory Committee, as per Article 900 Section A, Principal's Advisory Committee.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE VIII SALARY AND FRINGE BENEFITS

800 Regular Salary

A. All members shall be paid according to the new salary and experience index (see 802 A) and salary schedules created for the 2025-2026 school year with a base rate of $40,027 (see 802 B). Member placement on the new salary schedule will ensure that no member loses compensation. Section 903 Placement on Schedule addresses the procedure.

B. Effective July 1, 2026 through June 30, 2027, the base rate shall increase three percent (3%) to $41,227 (see 802 C).

C. Effective July 1, 2027 through June 30, 2028, the base rate shall increase three percent (3%) to $42,464 (see 802 D).

D. The Supplemental Base salary is set at $40,027 effective July 1, 2025, $41,227 effective July 1, 2026, and $42,464 effective July 1, 2027.

801 Payment Plan

The annual salary for each member shall be paid in twenty-six/twenty-seven (26/27) equal installments and shall be delivered to each member every other Friday. Electronic deposit of pay to a financial institution of the member's choice shall be mandatory. The Board is authorized to utilize electronic notification of pay information to members via e-mail or other technologies.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

802 Salary Schedule and Index

A. Salary Schedule Index

Index	1	2	3	4	5	6
Step	BA	BA+15	MA	MA+15	MA+30	MA+45
0	1.00000	1.03800	1.09500	1.13660	1.17460	1.19360
1	1.03500	1.07430	1.13330	1.17640	1.21570	1.23540
2	1.07120	1.11190	1.17300	1.21760	1.25820	1.27860
3	1.10870	1.15080	1.21410	1.26020	1.30220	1.32340
4	1.14750	1.19110	1.25660	1.30430	1.34780	1.36970
5	1.18770	1.23280	1.30060	1.35000	1.39500	1.41760
6	1.22630	1.27290	1.34290	1.39390	1.44030	1.46370
7	1.26620	1.31430	1.38650	1.43920	1.48710	1.51130
8	1.30740	1.35700	1.43160	1.48600	1.53540	1.56040
9	1.34990	1.40110	1.47810	1.53430	1.58530	1.61110
10	1.39380	1.44660	1.52610	1.58420	1.63680	1.66350
11	1.43560	1.49000	1.57190	1.63170	1.68590	1.71340
12	1.47870	1.53470	1.61910	1.68070	1.73650	1.76480
13	1.47870	1.53470	1.61910	1.68070	1.73650	1.76480
14	1.47870	1.53470	1.61910	1.68070	1.73650	1.76480
15	1.52310	1.58070	1.66770	1.73110	1.78860	1.81770
16	1.52310	1.58070	1.66770	1.73110	1.78860	1.81770
17	1.52310	1.58070	1.66770	1.73110	1.78860	1.81770
18	1.56880	1.62810	1.71770	1.78300	1.84230	1.87220
19	1.56880	1.62810	1.71770	1.78300	1.84230	1.87220
20	1.56880	1.62810	1.71770	1.78300	1.84230	1.87220
21	1.61590	1.67690	1.76920	1.83650	1.89760	1.92840
22	1.61590	1.67690	1.76920	1.83650	1.89760	1.92840
23	1.61590	1.67690	1.76920	1.83650	1.89760	1.92840
24	1.66440	1.72720	1.82230	1.89160	1.95450	1.98630
25	1.66440	1.72720	1.82230	1.89160	1.95450	1.98630
26	1.66440	1.72720	1.82230	1.89160	1.95450	1.98630
27	1.71430	1.77900	1.87700	1.94830	2.01310	2.04590
28	1.71430	1.77900	1.87700	1.94830	2.01310	2.04590
29	1.71430	1.77900	1.87700	1.94830	2.01310	2.04590
30	1.76570	1.83240	1.93330	2.00670	2.07350	2.10730
31	1.76570	1.83240	1.93330	2.00670	2.07350	2.10730
32	1.76570	1.83240	1.93330	2.00670	2.07350	2.10730
33	1.81870	1.88740	1.99130	2.06690	2.13570	2.17050
34	1.81870	1.88740	1.99130	2.06690	2.13570	2.17050
35	1.87330	1.94400	2.05100	2.12890	2.19980	2.23560

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

B. 2025-2026 Salary Schedule

Step	BA	BA+15	MA	MA+15	MA+30	MA+45
0	$ 40,027	$ 41,548	$ 43,830	$ 45,495	$ 47,016	$ 47,776
1	$ 41,428	$ 43,001	$ 45,363	$ 47,088	$ 48,661	$ 49,449
2	$ 42,877	$ 44,506	$ 46,952	$ 48,737	$ 50,362	$ 51,179
3	$ 44,378	$ 46,063	$ 48,597	$ 50,442	$ 52,123	$ 52,972
4	$ 45,931	$ 47,676	$ 50,298	$ 52,207	$ 53,948	$ 54,825
5	$ 47,540	$ 49,345	$ 52,059	$ 54,036	$ 55,838	$ 56,742
6	$ 49,085	$ 50,950	$ 53,752	$ 55,794	$ 57,651	$ 58,588
7	$ 50,682	$ 52,607	$ 55,497	$ 57,607	$ 59,524	$ 60,493
8	$ 52,331	$ 54,317	$ 57,303	$ 59,480	$ 61,457	$ 62,458
9	$ 54,032	$ 56,082	$ 59,164	$ 61,413	$ 63,455	$ 64,487
10	$ 55,790	$ 57,903	$ 61,085	$ 63,411	$ 65,516	$ 66,585
11	$ 57,463	$ 59,640	$ 62,918	$ 65,312	$ 67,482	$ 68,582
12	$ 59,188	$ 61,429	$ 64,808	$ 67,273	$ 69,507	$ 70,640
13	$ 59,188	$ 61,429	$ 64,808	$ 67,273	$ 69,507	$ 70,640
14	$ 59,188	$ 61,429	$ 64,808	$ 67,273	$ 69,507	$ 70,640
15	$ 60,965	$ 63,271	$ 66,753	$ 69,291	$ 71,592	$ 72,757
16	$ 60,965	$ 63,271	$ 66,753	$ 69,291	$ 71,592	$ 72,757
17	$ 60,965	$ 63,271	$ 66,753	$ 69,291	$ 71,592	$ 72,757
18	$ 62,794	$ 65,168	$ 68,754	$ 71,368	$ 73,742	$ 74,939
19	$ 62,794	$ 65,168	$ 68,754	$ 71,368	$ 73,742	$ 74,939
20	$ 62,794	$ 65,168	$ 68,754	$ 71,368	$ 73,742	$ 74,939
21	$ 64,680	$ 67,121	$ 70,816	$ 73,510	$ 75,955	$ 77,188
22	$ 64,680	$ 67,121	$ 70,816	$ 73,510	$ 75,955	$ 77,188
23	$ 64,680	$ 67,121	$ 70,816	$ 73,510	$ 75,955	$ 77,188
24	$ 66,621	$ 69,135	$ 72,941	$ 75,715	$ 78,233	$ 79,506
25	$ 66,621	$ 69,135	$ 72,941	$ 75,715	$ 78,233	$ 79,506
26	$ 66,621	$ 69,135	$ 72,941	$ 75,715	$ 78,233	$ 79,506
27	$ 68,618	$ 71,208	$ 75,131	$ 77,985	$ 80,578	$ 81,891
28	$ 68,618	$ 71,208	$ 75,131	$ 77,985	$ 80,578	$ 81,891
29	$ 68,618	$ 71,208	$ 75,131	$ 77,985	$ 80,578	$ 81,891
30	$ 70,676	$ 73,345	$ 77,384	$ 80,322	$ 82,996	$ 84,349
31	$ 70,676	$ 73,345	$ 77,384	$ 80,322	$ 82,996	$ 84,349
32	$ 70,676	$ 73,345	$ 77,384	$ 80,322	$ 82,996	$ 84,349
33	$ 72,797	$ 75,547	$ 79,706	$ 82,732	$ 85,486	$ 86,879
34	$ 72,797	$ 75,547	$ 79,706	$ 82,732	$ 85,486	$ 86,879
35	$ 74,983	$ 77,812	$ 82,095	$ 85,213	$ 88,051	$ 89,484

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

C. 2026-2027 Salary Schedule

Step	BA	BA+15	MA	MA+15	MA+30	MA+45
0	$ 41,227	$ 42,794	$ 45,144	$ 46,859	$ 48,425	$ 49,209
1	$ 42,670	$ 44,290	$ 46,723	$ 48,499	$ 50,120	$ 50,932
2	$ 44,162	$ 45,840	$ 48,359	$ 50,198	$ 51,872	$ 52,713
3	$ 45,708	$ 47,444	$ 50,054	$ 51,954	$ 53,686	$ 54,560
4	$ 47,308	$ 49,105	$ 51,806	$ 53,772	$ 55,566	$ 56,469
5	$ 48,965	$ 50,825	$ 53,620	$ 55,656	$ 57,512	$ 58,443
6	$ 50,557	$ 52,478	$ 55,364	$ 57,466	$ 59,379	$ 60,344
7	$ 52,202	$ 54,185	$ 57,161	$ 59,334	$ 61,309	$ 62,306
8	$ 53,900	$ 55,945	$ 59,021	$ 61,263	$ 63,300	$ 64,331
9	$ 55,652	$ 57,763	$ 60,938	$ 63,255	$ 65,357	$ 66,421
10	$ 57,462	$ 59,639	$ 62,917	$ 65,312	$ 67,480	$ 68,581
11	$ 59,185	$ 61,428	$ 64,805	$ 67,270	$ 69,505	$ 70,638
12	$ 60,962	$ 63,271	$ 66,751	$ 69,290	$ 71,591	$ 72,757
13	$ 60,962	$ 63,271	$ 66,751	$ 69,290	$ 71,591	$ 72,757
14	$ 60,962	$ 63,271	$ 66,751	$ 69,290	$ 71,591	$ 72,757
15	$ 62,793	$ 65,168	$ 68,754	$ 71,368	$ 73,739	$ 74,938
16	$ 62,793	$ 65,168	$ 68,754	$ 71,368	$ 73,739	$ 74,938
17	$ 62,793	$ 65,168	$ 68,754	$ 71,368	$ 73,739	$ 74,938
18	$ 64,677	$ 67,122	$ 70,816	$ 73,508	$ 75,953	$ 77,185
19	$ 64,677	$ 67,122	$ 70,816	$ 73,508	$ 75,953	$ 77,185
20	$ 64,677	$ 67,122	$ 70,816	$ 73,508	$ 75,953	$ 77,185
21	$ 66,619	$ 69,134	$ 72,939	$ 75,713	$ 78,232	$ 79,502
22	$ 66,619	$ 69,134	$ 72,939	$ 75,713	$ 78,232	$ 79,502
23	$ 66,619	$ 69,134	$ 72,939	$ 75,713	$ 78,232	$ 79,502
24	$ 68,618	$ 71,207	$ 75,128	$ 77,985	$ 80,578	$ 81,889
25	$ 68,618	$ 71,207	$ 75,128	$ 77,985	$ 80,578	$ 81,889
26	$ 68,618	$ 71,207	$ 75,128	$ 77,985	$ 80,578	$ 81,889
27	$ 70,675	$ 73,343	$ 77,383	$ 80,323	$ 82,994	$ 84,346
28	$ 70,675	$ 73,343	$ 77,383	$ 80,323	$ 82,994	$ 84,346
29	$ 70,675	$ 73,343	$ 77,383	$ 80,323	$ 82,994	$ 84,346
30	$ 72,795	$ 75,544	$ 79,704	$ 82,730	$ 85,484	$ 86,878
31	$ 72,795	$ 75,544	$ 79,704	$ 82,730	$ 85,484	$ 86,878
32	$ 72,795	$ 75,544	$ 79,704	$ 82,730	$ 85,484	$ 86,878
33	$ 74,980	$ 77,812	$ 82,095	$ 85,212	$ 88,049	$ 89,483
34	$ 74,980	$ 77,812	$ 82,095	$ 85,212	$ 88,049	$ 89,483
35	$ 77,231	$ 80,145	$ 84,557	$ 87,768	$ 90,691	$ 92,167

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

D. 2027-2028 Salary Schedule

Step	BA	BA+15	MA	MA+15	MA+30	MA+45
0	$ 42,464	$ 44,078	$ 46,498	$ 48,265	$ 49,878	$ 50,685
1	$ 43,950	$ 45,619	$ 48,124	$ 49,955	$ 51,623	$ 52,460
2	$ 45,487	$ 47,216	$ 49,810	$ 51,704	$ 53,428	$ 54,294
3	$ 47,080	$ 48,868	$ 51,556	$ 53,513	$ 55,297	$ 56,197
4	$ 48,727	$ 50,579	$ 53,360	$ 55,386	$ 57,233	$ 58,163
5	$ 50,434	$ 52,350	$ 55,229	$ 57,326	$ 59,237	$ 60,197
6	$ 52,074	$ 54,052	$ 57,025	$ 59,191	$ 61,161	$ 62,155
7	$ 53,768	$ 55,810	$ 58,876	$ 61,114	$ 63,148	$ 64,176
8	$ 55,517	$ 57,624	$ 60,791	$ 63,102	$ 65,199	$ 66,261
9	$ 57,322	$ 59,496	$ 62,766	$ 65,153	$ 67,318	$ 68,414
10	$ 59,186	$ 61,428	$ 64,804	$ 67,271	$ 69,505	$ 70,639
11	$ 60,961	$ 63,271	$ 66,749	$ 69,289	$ 71,590	$ 72,758
12	$ 62,792	$ 65,170	$ 68,753	$ 71,369	$ 73,739	$ 74,940
13	$ 62,792	$ 65,170	$ 68,753	$ 71,369	$ 73,739	$ 74,940
14	$ 62,792	$ 65,170	$ 68,753	$ 71,369	$ 73,739	$ 74,940
15	$ 64,677	$ 67,123	$ 70,817	$ 73,509	$ 75,951	$ 77,187
16	$ 64,677	$ 67,123	$ 70,817	$ 73,509	$ 75,951	$ 77,187
17	$ 64,677	$ 67,123	$ 70,817	$ 73,509	$ 75,951	$ 77,187
18	$ 66,618	$ 69,136	$ 72,940	$ 75,713	$ 78,231	$ 79,501
19	$ 66,618	$ 69,136	$ 72,940	$ 75,713	$ 78,231	$ 79,501
20	$ 66,618	$ 69,136	$ 72,940	$ 75,713	$ 78,231	$ 79,501
21	$ 68,618	$ 71,208	$ 75,127	$ 77,985	$ 80,580	$ 81,888
22	$ 68,618	$ 71,208	$ 75,127	$ 77,985	$ 80,580	$ 81,888
23	$ 68,618	$ 71,208	$ 75,127	$ 77,985	$ 80,580	$ 81,888
24	$ 70,677	$ 73,344	$ 77,382	$ 80,325	$ 82,996	$ 84,346
25	$ 70,677	$ 73,344	$ 77,382	$ 80,325	$ 82,996	$ 84,346
26	$ 70,677	$ 73,344	$ 77,382	$ 80,325	$ 82,996	$ 84,346
27	$ 72,796	$ 75,543	$ 79,705	$ 82,733	$ 85,484	$ 86,877
28	$ 72,796	$ 75,543	$ 79,705	$ 82,733	$ 85,484	$ 86,877
29	$ 72,796	$ 75,543	$ 79,705	$ 82,733	$ 85,484	$ 86,877
30	$ 74,979	$ 77,811	$ 82,096	$ 85,213	$ 88,049	$ 89,484
31	$ 74,979	$ 77,811	$ 82,096	$ 85,213	$ 88,049	$ 89,484
32	$ 74,979	$ 77,811	$ 82,096	$ 85,213	$ 88,049	$ 89,484
33	$ 77,229	$ 80,147	$ 84,559	$ 87,769	$ 90,690	$ 92,168
34	$ 77,229	$ 80,147	$ 84,559	$ 87,769	$ 90,690	$ 92,168
35	$ 79,548	$ 82,550	$ 87,094	$ 90,402	$ 93,412	$ 94,933

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

803 Placement on Schedule

The aforementioned salary schedule is understood to represent the appropriate compensation that each member of the bargaining unit shall be entitled to for performing responsibilities that are within the scope of the unit definition. Initial placement for the 2025-2026 contract year will ensure no member receives reduced compensation compared to the 2024-2025 contractual year. Members may be placed at an experience step higher than their actual years of service. In such cases, members will not advance past this initial experience step placement until their actual years of service match their placement in the 2025-2026 contractual year. These members shall be eligible for any base increase on their experience step placement. Placement on the schedule shall be in accordance with the Ohio Revised Code. Should a member be requested to work beyond the one hundred eighty-four (184) day school year the member shall be compensated on a per diem rate based on the member's regular salary.

804 Severance Pay

All members who retire from regular employment shall receive one single severance payment which shall be considered a retirement payment which shall be equal to one-fourth (1/4) of the number of accumulated sick leave days, but not to exceed sixty-five (65) days, times the member's daily rate of pay (including extended time) during his/her final year of teaching conditioned upon the member actually making application and accepting retirement from the appropriate retirement system and receiving benefits there from. Payment of said payment shall be made within thirty (30) calendar days of the Treasurer's receipt of a copy of the member's initial retirement check or at the member's option during January next following retirement. If a payment is due from Section 602 E., that amount will also be added to the employee's severance pay.

Members who will retire at the end of the school year, or the last day of May, and who notify, in writing, to the Superintendent of their intent to retire by February 1st of that school year, shall receive a retirement notification incentive of one thousand dollars ($1,000.00) added to their severance payment provided the notice occurs when the employee is first eligible to retire with full service credit.

805 Severance Upon Death

For Employees who have five (5) or more years of service with the District and pass away while employed by the Crestview Local School District, regardless of retirement eligibility, the Board shall pay the benefit described in Section 804 (Severance Pay) to the beneficiary or estate, pursuant to ORC 2113.04. Payment to the estate shall be made in a timely manner.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

806 Additional Hours Attained

Bargaining unit members seeking salary increases due to additional training/degrees shall provide to the Board an official transcript from the accredited institution(s) of higher ed that additional hours of training or degrees have been successfully completed. The members shall be appropriately placed on the salary schedule in the following manner: if evidence is submitted by the 15th of September, the increase shall be granted for the current Contract year; if evidence is submitted by the 15th of February, the increase shall be granted pro-rated back to January 1st of the current Contract year. Master's Degree must be in education or a specific content area. Members who have attained National Board Certification shall be placed in the Master's Degree Column.

807 Hospitalization/Major Medical Insurance

The Crestview Teachers Association and the Crestview Local Board of Education agree that the Board shall purchase through a carrier licensed by the State of Ohio, a Plan for hospital/major medical insurance coverage. Cost of such insurance shall be as follows for the duration of this Contract. Ninety percent (90%) of the cost of the Base Plan shall be paid by the Board and ten percent (10%) of the cost of the Base Plan shall be paid by the member.

In addition, the Board may offer additional plan options based on recommendations from the Health Insurance Committee.

The Health Insurance Committee will continue to investigate and evaluate insurance options on a yearly basis and report to the Board. The Board and/or the Association can make recommendations to the Health Insurance Committee. Any recommendations from the Health Insurance Committee will be presented to the Association and the Board. The Board has final approval of the recommendations made by the Health Insurance Committee or may require the committee to seek out other options.

808 Dental Insurance

The Board shall purchase, through a carrier licensed by the State of Ohio, dental insurance coverage which meets or exceeds the specifications below for each member of the bargaining unit, now or hereinafter employed, and his or her eligible dependents. The Board shall pay sixty percent (60%) of the single premium and the Member shall be responsible for forty percent (40%) of the single premium. The Board shall pay seventy percent (70%) of the family premium and the Member shall be responsible for thirty percent (30%) of the family premium.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Specifications:

Maximum Benefits Per Person

Class I, II, III, or IV ..... $1,000 Per Person

Deductible - Individual ..... $25 Per Calendar Year
Family..... $50 Per Calendar Year

Benefits Paid:

Class I - Preventive & Diagnostic..... No Deductible; 100% of Reasonable and Customary Charges.

Routine Oral Exams - one every six (6) months
Teeth Cleaning - one every six (6) months
Fluoride Treatments - once every twelve (12) months
Emergency Pain Treatments
Space Maintainers
Diagnostic X-rays
Tests and Lab Exams

Class II - Basic .....80% of the Reasonable and Customary Charges.

Fillings - Amalgams, Silicate, Acrylic
Root Canal Therapy
Treatment of Gum Disease
Repair of Bridgework & Dentures
Extractions and Oral Surgery
General Anesthesia - only if medically necessary

Class III - Major Restorative.....50% of the Reasonable and Customary Charges.
Inlays, Onlays, Gold Fillings, or Crown Restorations
Initial Installation of Fixed Bridgework
Installation of Partial or Full, Removable Dentures
Replacement of Existing Bridgework or Dentures

Class IV - No Deductible;.....50% of Reasonable and Customary Charges.
Lifetime Maximum Benefit of $1,000 Per Person

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Full Banded Orthodontic Treatment
Appliances for Tooth Guidance
Appliances to Control Harmful Habits
Retention Appliances - not in connection with full banded treatment.

809 Term Life Insurance

The Board shall provide each member of the bargaining unit with a term life insurance policy providing for 1) a death benefit of twenty thousand dollars ($20,000.00) and 2) an additional benefit of twenty thousand dollars ($20,000.00) based upon accidental death and dismemberment coverage. The full cost of this coverage and any increases thereof shall be paid by the Board.

810 General Provisions

A. Copies of Benefit Contract

The Board shall provide the Association President with one (1) copy of each signed Contract entered into between the Board and the insurance company(ies) which provides the benefit(s) specified in this Contract. Copies of existing Contract(s) shall be provided to the Association within twenty-four (24) hours of ratification of this Contract by both parties. Copies of Contracts subsequently entered into by the Board shall be provided to the Association within one (1) week after they are received by the Board.

B. Copies of Benefit Descriptions

A copy of current benefit descriptions can be obtained from the District Treasurer.

C. Benefit Description for New Members

A member employed after the effective date of this Contract shall be provided, at the time of employment, with a written description prepared by the carrier, of each insurance plan that provides benefits specified by this Contract.

D. Copies of Improvements in Existing Benefits

Within thirty (30) calendar days of the effective date of any improvement(s) in an insurance plan provided by this Contract, each member shall receive a written description prepared by the carrier, of the improved plan.

811 STRS Pick-Up

The Crestview Local Board of Education hereby agrees with the Crestview Teachers Association to pick-up, utilizing the salary reduction method, contributions to the State Teachers Retirement System to be paid on behalf of the members in the bargaining unit under the following terms and conditions:

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

A. The amount to be "picked-up" on behalf of each member shall be the amount required by law of the member's gross annual compensation. The member's annual compensation shall be reduced by an amount equal to the amount picked-up by the Board for the purpose of state and federal tax only.

B. The pick-up percentage shall apply uniformly to all members of the bargaining unit as a condition of employment.

C. The pick-up shall apply to all compensation including supplemental earnings thereafter.

D. The parties agree that should the rules and regulations of IRS or the retirement system change making this procedure unworkable, the parties agree to return without penalty to the former method of employee/employer contribution.

812 Tax Shelter Annuities (TSA)

A. Individual tax sheltered annuity contracts may be purchased for members by the Crestview Local Board of Education from insurance companies who are on the District's authorized TSA provider list:

1. A minimum of five participants for each different annuity/insurance company must be initially enrolled and be maintained for a period of one year. However, if a member has contributed to an annuity program for at least twenty-four (24) months while an employee of another organization and has accumulated a value in that annuity of at least two thousand dollars ($2,000.00), the District will allow that member to continue the contribution at the District as long as the vendor is on the District's authorized TSA provider list.

2. Federal and state laws, regulations, and rules concerning tax-sheltered annuities will govern all tax-sheltered annuity programs.

3. Tax sheltered" means that no federal income tax is paid currently on that part of the salary utilized to purchase the annuity.

4. Members assume sole responsibility in the selection of the company from which they wish the annuities purchased.

B. Changes in Salary Reduction: All changes shall be authorized upon completing a new Salary Reduction Agreement. Reductions authorized will continue in effect until modified or withdrawn as herein provided. Notice of change shall be filed with the Treasurer at least thirty (30) calendar days prior to the month in becomes effective.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

C. Withholding Tax Statement (Form W-2): The W-2 statement issued at the end of each calendar year will show the amount of earnings after the annuity payments are made.

813 Tuition Reimbursement

The Board shall appropriate thirty-five thousand dollars ($35,000.00) in each year of this Contract for the purposes of tuition reimbursement. These funds will be distributed to members taking courses that would assist them in the education profession. The entire amount will be divided equally among members successfully completing ("C" or better) courses at accredited colleges and universities based on a semester credit hour prorated amount [one and a half (1 ½) quarter hours = one (1) semester hour] during the time period September 1st - August 31st of each year, with a member limit of four thousand dollars ($4,000.00) annually. Any unused funds will be rolled over to the subsequent fiscal year, up to a maximum Tuition Reimbursement Fund of forty thousand dollars ($40,000.00).

EXAMPLE: thirty-five thousand dollars ($35,000.00) divided by total eligible credit hours taken during the period September 1st - August 31st = $ X per semester credit hour not to exceed cost of courses taken, and not to exceed four thousand dollars ($4,000.00) per member.

Members will turn in proof of successful completion ("C" or better) and a receipt prior to October 30. Members will receive no more than the cost of such courses taken during the aforementioned time period (see Appendix H).

814 Supplemental Salary – Extra Duty Assignments

A. Any bargaining unit member involved in a negotiated extra duty activity, and whose participation is approved by the Board, shall receive compensation for that extra duty. Members shall be paid in accordance with Section E below.

B. Approval and compensation for activities added between negotiations shall be determined with mutual consent of the Association and the Board.

C. At the end of the supplemental duty pay period, the principal/athletic director and the coach/advisor should have a conference to review the season/assignment.

D. Supplemental activities contracts shall be limited contracts for one (1) or two (2) years' duration. Contracts for positions that cannot be filled as previously stated shall be extended at the earliest possible time, but in no case later than the scheduled regular or special Board meeting immediately preceding the start of the activity.

E. Supplemental Pay Schedule

1. Index number to be applied to the regular teachers' salary schedule - BA column, Step 0 of the preceding year.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

2. Effective with the 1999-2000 school year, outside experience credit may be given by the Board upon hiring from outside the bargaining unit, or after a one-year evaluation period. If the first year's evaluation is not adequate, the administration may reconsider in a subsequent evaluation period.

   All current bargaining unit members shall be given full experience credit for experience in the same sport/activity when moving between grade levels, excluding head coaching positions. Bargaining unit members who have interrupted service shall receive full experience credit for the same.

   To receive experience credit for a supplemental position, experience shall be within the same activity/sport regardless of grade level.

   Any job descriptions or changes in current job descriptions for supplemental or other bargaining unit positions shall be mutually approved by both parties.

3. Supplemental Base Salary is set at the indicated amounts for each school year as set forth below.

Payment is the listed as percent of the base	**Base Per Year** 2025-2026: $40,027 2026-2027: $41,227 2027-2028: $42,464			
	Step 0	Step 1	Step 2	Step 3
Group 1	0.155	0.17	0.185	0.20
Group 2	0.12	0.13	0.14	0.15
Group 3	0.09	0.10	0.11	0.12
Group 4	0.08	0.09	0.10	0.11
Group 5	0.07	0.08	0.09	0.10
Group 6	0.06	0.07	0.08	0.09
Group 7	0.04	0.05	0.06	0.07
Group 8	0.03	0.04	0.05	0.06
Group 9	0.02	0.03	0.04	0.05
Group 10	0.01	0.015	0.02	0.025

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Group 1 Head Football Head Basketball (Boys/Girls)	
Group 2 Head Volleyball Head Golf (Boys/Girls) Head Soccer (Boys/Girls) Head Cross County Head Swimming/Diving Head Track (Boys/Girls) Head Softball Head Baseball Head Wrestling	Group 3 Asst. Varsity Football Asst. Varsity Volleyball Asst. Varsity Basketball (Boys/Girls) Asst. Varsity Wrestling Asst. Varsity Track (Boys/Girls) Asst. Varsity Baseball Asst. Varsity Cross Country Asst. Varsity Soccer (Boys/Girls) Asst. Varsity Softball Varsity Cheerleading Advisor Drama Club Advisor
Group 4 Asst. Varsity Cheerleading Advisor Head Middle School Football Fresh. Basketball (Boys/Girls) Yearbook Advisor Faculty Manager (Fall) Faculty Manger (Winter/Spring) Asst. Drama Club Advisor	Group 5 Marching Band Director Asst. Middle School Football Middle School Volleyball (7/8) Middle School Wrestling Middle School Basketball (Boys/Girls 7/8) Middle School Track (Boys/Girls) Middle School Cheerleading Advisor Middle School Cross Country (Boys/Girls)
Group 6 Senior Class Advisor Junior Class Advisor High School Student Council Asst. Middle School Track (Boys/Girls) Asst. Middle School Wrestling	Group 7 High School Academic Challenge Asst. Marching Band Flag Corps Advisor Art Club Advisor
Group 8 Middle School Student Council Instrumental Activities Jazz Band Vocal Activities	Group 9 Academic Challenge (4-6, 7/8) Freshman Class Advisor Sophomore Class Advisor National Honor Society Advisor Foreign Language Club Advisor
Group 10 Pep Band	

Note: a committee will be formed to review how many coaches will be needed per sport or time spent for supplementals

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Extended Time:	High School Instrumental Music	- 20 days
	High School Industrial Arts	- 10 days
	Librarian	- 10 days
	High School Guidance Counselor (Up to 20 days if needed)	- 10 days
	Elementary/Middle School Counselor	- 10 days
	Assistant Marching Band	- 10 days
	High School Vocational Agriculture	- 60 days
	Middle School CTE Agriculture	up to - 10 days

The number of extended days will be reduced through negotiations when the current employees in the following positions leave for whatever reasons:

High School Industrial Arts
District Media Specialist
High School Vocational Agriculture
High School Band/Music

815 Waiver of Tuition for Employee's Children

A student who is not otherwise entitled to attend school in the Crestview Local Schools but whose parent is a full-time employee of the Crestview Local Schools may be enrolled on or before the first day of classes of any school year with no obligation to pay a tuition fee. (ORC 3313.64)

The enrollment process will allow each employee who is interested in enrolling his/her child(ren) in a self-contained classroom to request a first and second choice of teacher classroom assignment. Specific teacher requests may be honored. Otherwise the assignment will be determined by availability of space, existing class size, program availability, etc. Final assignment will be made by the Superintendent. When an employee's child(ren) has/have been enrolled all other procedures regarding such child(ren) shall be the same as would be applied to other children who reside within the District.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE IX COMMITTEES

900 Communication Committees

A. The following committee will be created at the beginning of each school year.

Principal's Advisory Committee: In each instructional building in the District, a committee consisting of the principal, and four (4) teachers to be appointed at the discretion of the Association will be created not later than September 15th of each year. This committee will meet at least once per month. Meetings will be scheduled by the principal with the consent of all members, or at the call of three (3) or more members of the committee. The first meeting will be in September each year. Any member of the committee may submit items for the meeting agenda.

B. The purpose of the committee created in Section A above is to provide a vehicle for communication and discussion which will enhance the efficiency and effectiveness of operations and which will allow time for administrative action which can keep problems to a minimum. Committee discussions are not to be construed as further negotiations or as efforts to amend or expand the written Agreement between the parties.

Where necessary, committee discussions will be reported to the Superintendent and/or to the Board.

901 Local Professional Development Committee (LPDC)

The Crestview Local Board of Education and the Crestview Teachers Association entered into a Memorandum of Understanding dated August 6, 1998 in order to develop the Local Professional Development Committee as mandated by Senate Bill 230. The committee's purpose and function is as follows:

To ensure coursework completed by educators meets the requirements for renewal of certificates or licenses, and

The LPDC shall consist of three (3) teacher representatives selected in accordance with the By-Laws of the CTA Constitution and two (2) administrators selected by the Superintendent to be named by September 1st of each year. Majority votes shall be followed with one (1) exception: When an administrator's, treasurer's or business manager's license is being considered, two (2) of the three (3) teacher LPDC members shall not vote. At this time the vote shall consist of two (2) administrator's votes and one (1) teacher vote.

Meeting frequency, dates, and times will be determined by the LPDC. All LPDC members will be paid at the rate listed in Section 903 not to exceed six hundred dollars ($600.00) annually. If it is shown there is a need for more time, an increase in the annual rate will occur.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

902 Other Committees

The Crestview Local Board of Education agrees to compensate members who serve on the following committees at the rate listed in Section 903 not to exceed six hundred dollars ($600.00) annually per employee:

1. Health Insurance Committee – Limit of five (5) members

2. Building Leadership Team – Five (5) to eight (8) members per building based on building representation, as selected by the Principal.

3. District Leadership Team (DLT) – Three (3) employees per building who are also members of the Building Leadership Team. The Superintendent may add up to one (1) additional member to the DLT per building.

4. Light House Team – Limit of four (4) employees

5. Positive Behavior Intervention and Support – Limit of four (4) employees

Payment for committee work shall be the last payday in June.

The Board and the Association will meet no later than one (1) week prior to the regular August Board meeting to jointly identify any additional District-initiative oriented committees and committee composition for which service will be compensated as stated above.

903 Committee Pay for Members

Work beyond the normal workday, i.e., curriculum revision, textbook selection, high school department/team planning, or other professional committee assignments, that are approved by the administration and agreed to by the member, shall be compensated for at the rate of twenty-eight dollars ($28.00) per hour (see Appendix I), with a maximum compensation of six hundred dollars ($600.00). This is separate from additional compensation maximums listed in other sections of this Agreement.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE X DEFINITIONS

1000 Seniority

A. Seniority Defined

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

1. Seniority shall begin to accrue from the first day worked in a certificated position.

2. Seniority shall accrue for all time a member is on active pay status or is receiving worker's compensation benefits.

3. 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.

4. No member shall accrue more than one (1) year in any work year.

B. Equal Seniority

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

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

(a) The member with the first day worked;

(b) The member with the earliest date of employment by official Board action;

(c) By lottery, with the most senior member being the one whose name is drawn first, etc. This procedure shall be implemented in the presence of a designated Association representative.

C. Superseniority

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

D. Loss of Seniority

Seniority shall be lost when a member retires or resigns; is discharged for cause; or otherwise leaves the employment of the Board.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

E. Posting of Seniority List

1. The seniority list shall be posted annually. The Board shall prepare a seniority list and present a copy of the list to the Association annually by October 1st. The list shall be prepared by name, area of certification, first day worked, date of Board resolution to employ, and contract status.

2. The name of members who are certified in more than one (1) area shall be included on the listing for all areas of certification.

F. Correction of Inaccuracies

At the time an inaccuracy is reported to the Board and Association President an investigation shall be conducted. Any inaccuracies found shall be corrected within ten (10) days and a copy of the corrected seniority list shall be provided to the Association President.

1001 Day(s) as used in this Collective Bargaining Agreement shall mean school days (as defined in Article 201) unless specified as calendar days.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ARTICLE XI EFFECTS AND DURATION OF CONTRACT

1100 Effects of Contract

The terms of the language of this Contract shall be from July 1, 2025 through June 30, 2028. The terms for the financial agreement for this Contract shall be from July 1, 2025 through June 30, 2028.

All provisions and appendices of the previous Contract that were not made a subject of bargaining by either the Board or the Association shall automatically become a part of the new successor Contract.

1101 Terms and Conditions

The terms and conditions as set forth in this Contract indicates the understanding that exists between the parties to this Contract; however, it is further agreed that nothing contained in said Contract should be interpreted to deny the Association or the staff members of any rights, benefits, privileges, etc., that might be forthcoming as the result of laws of the State of Ohio and any legal precedence of such laws unless an included provision has been expressly composed to alter a provision of law in accordance with ORC 4117.

1102 Personnel Policies and Practices

The Board shall change its personnel policies and practices as may be necessary in order to give full force and effect to this Contract. Should there be a conflict between this Contract and any such policy or practice, then the terms of this Contract shall prevail.

1103 Amendment Procedure

This Contract may be amended or provision(s) altered only by the mutual consent of the Board and the Association. Such amendment and/or altering may be 1) at the request of either the Board or the Association or 2) as may be required by ORC 4117. In any case, the finalization of such amendment(s) or altering shall be in accordance with the provisions of Articles 107 and 108.

1104 Copies of Contract

Within thirty (30) days after this Contract is signed, copies shall be printed and distributed by the Board. The Board shall provide a copy for each CTA member and SERB.

1105 Severability

This Contract supersedes and prevails over all statutes of the State of Ohio (except as specifically set forth in Section 4117.10 (A), Revised Code) and all policies, rules, and regulations of the Board. However, should any court of competent jurisdiction, determine, after all appeals or times for appeal have been exhausted, that any provision herein is

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

unlawful, such provision shall be automatically terminated but all other provisions of the Contract shall remain in full force and effect.

The parties shall meet within ten (10) calendar days after the final determination to bargain over its impact and to bring the Contract into compliance. If the parties fail to reach agreement over the affected provision, the statutory dispute settlement procedure shall be utilized to resolve the dispute.

1106 Term of Contract

The Articles of this Contract shall become effective at 12:01 a.m., July 1, 2025, following the ratification by both parties and the written execution thereof. This Agreement is made and entered into at Ashland, Ohio, on this **19th** day of **May**, 202**5** by and between the Board and the Association.

1107 Agreement

This Contract between the parties is attested to by the representatives whose signatures appear below.

The Crestview Local Board of Education

By: Signed by: Debbie Reidy A60C58744862480... **5-19-2025**
President Date
Debbie Reidy

By: Signed by: Robin Klenk 5A89CA8EAB95401... **5-19-2025**
Treasurer Date
Robin Klenk

By: DocuSigned by: James M. Grubbs, Jr. 5DD9906CC62A4C8... **5-19-2025**
Superintendent Date
James M. Grubbs, Jr.

Crestview Teachers Association

By: Signed by: Ashley Cornell 05E07E7235074D5... **5-19-2025**
Ashley Cornell Date

By: Signed by: Christy Walter 39E04B4428574B6... **5-19-2025**
Christy Walter Date

By: _____
Date

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDICES

APPENDIX A Grievance Report Form

Grievance Report Form
Appendix A

CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio

GRIEVANCE REPORT FORM
(To be filed in triplicate)

Grievance # _____ Date Filed _____

Name of Aggrieved _____

Building _____ Assignment _____

A. Informal Level Meeting with Appropriate Supervisor was held on _____

_____

Date

B. Statement of Grievance: _____

1. Date of the act or the grievant's awareness of the act giving rise to the grievance _____
2. Statement of grievance:
3. Relief sought:

_____

_____

_____

_____ _____

Signature of Aggrieved Date

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

LEVEL ONE
(Submitted to Appropriate Supervisor: Principal)

A. Position of Aggrieved or Association:

_____

_____

_____

_____ _____

Signature Date

B. Disposition by appropriate supervisor:

_____

_____

_____

_____ _____

Signature Date

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

LEVEL TWO
(Submitted to Appropriate Supervisor: Superintendent)

A. Position of Aggrieved or Association:

Signature Date

B. Disposition by Superintendent (or designee):

Signature Date

LEVEL THREE
(Submitted to Arbitrator - Notice of Intent to Appeal to Arbitration)

A. Position of Aggrieved or Association:

Signature Date

B. Disposition of the Arbitrator:

Signature Date

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX B Leave Request Form

Leave Request Form
Appendix B

THIS FORM IF FOR REFERNCE ONLY
ALL LEAVE IS TO BE ENTERED IN THE ABSENCE MANAGEMENT SYSTEM

Crestview Local School District

LEAVE REQUEST

Name_____ Date of Application_____/_____/_____

Date(s) of Absence _____ Total Number of Days _____

Building _____

****

Type of Leave
(Check only ONE type of leave per request)

_____ Personal Leave (due 5 days prior) _____ Association Leave _____ Vacation Leave

_____ Emergency Personal Leave* _____ Athletic Leave* _____ Unpaid Leave*

_____ Military Leave* _____ Assault Leave* _____ Other*

*Document Reason _____
_____
_____
_____

_____Professional Leave(due 5 days prior)
requested by_____
conference name_____
estimated expenses $_____

_____Court Leave (attach copy)
_____jury duty
_____arbitration hearing
_____subpoenaed to testify

_____Sick Leave [Check the reason(s) requested for use of sick leave]
_____Personal illness
_____Injury
_____Exposure to contagious disease which could be communicated to others
_____Immediate family concern _____illness _____injury _____death
_____Pregnancy

_____ _____
Signature of Member Signature of Principal/Supervisor

Action by Superintendent

_____ Approved Date_____/_____/_____
_____Disapproved: Reason: _____
_____Salary Deduction (if applicable) $_____

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX C Leave of Absence Form

Leave of Absence Form
Appendix C

THIS FORM IF FOR REFERNCE ONLY
ALL LEAVE IS TO BE ENTERED IN THE ABSENCE MANAGEMENT SYSTEM

CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio

APPLICATION FOR LEAVE OF ABSENCE

Name _____ Date _____

School or Department _____

I hereby request a leave of absence without pay beginning

_____ ending _____
Month Day Year Month Day Year

for the reason checked below:

_____ Illness* _____ Maternity/Paternity*
_____ Other Disability* _____ Other (Please Specify)

The applicant is advised to examine and comply with applicable provision of the Negotiated Agreement before submitting such application.

Other Required Information: _____

_____

_____

*Without Pay (Insurance continues by submitting premium to Treasurer.)

_____
Applicant's Signature

_____ Approved ____ Disapproved

_____
Superintendent
(Per Board of Education Resolution)

Board Resolution Number _____

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX D Severance Payment Form

Severance Payment Form
Appendix D

CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio

REQUEST FOR SEVERANCE PAYMENT

Name _____ Date _____

Building or Department _____

I hereby certify that my employment with the Crestview Local Schools was terminated effective _____ for the purpose of retirement.
Month Day Year

Not desiring to have my accumulated sick leave transferred to another public agency in Ohio, I hereby request severance pay payment under Article 804, of the Board-Association Negotiated Agreement.

Severance pay will be granted for ¼ of all accumulated but unused sick leave with a maximum of sixty-five (65) days of severance pay. Severance pay will be at the per diem rate (including extended time pay) of the eligible teacher and shall be payable upon the member having fulfilled the requirements of this Section or at the option of the member January 1st of the next following calendar year.

I request payment immediately _____

I request payment January 1st of next year _____

_____
Signature of Member

_____
Signature - Superintendent Date

Request Approved _____ _____ _____

_____
Signature of Treasurer Date
for the Board of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX E Waiver of Representation Rights

Appendix E

CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio

WAIVER OF REPRESENTATION RIGHTS

By my signature, I hereby state that I choose not to be represented by the Crestview Teachers Association or a CTA representative or other Association representative in any grievance initiated on _____ concerning
(date)

_____

_____

_____

_____

_____

_____

I hereby give notice to the Board and to the Association of this choice.

_____ _____
Signature Date

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX F – EVALUATION – OBSERVATION INSTRUMENT (Form A)

APPENDIX F
FORM A

Crestview Local Schools

Teacher's Name_____ School_____
Grade Level/Subject_____
Date_____ Observation #_____

SN = Strength Noted **MR = Meets Requirements** **IN = Improvement Needed**

Domain 1: Planning and Preparation		**Rating**	**Domain 2: The Classroom Environment**		**Rating**
1a	Demonstrating Knowledge of Content and Pedagogy		2a	Creating an Environment of Respect and Rapport	
1b	Demonstrating Knowledge of Students		2b	Establishing a Culture of Learning	
1c	Selecting Instructional Goals		2c	Managing Classroom Procedures	
1d	Demonstrating Knowledge of Resources		2d	Managing Student Behavior	
1e	Designing Coherent Instruction		2e	Organizing Physical Space	
1f	Assessing Student Learning				

Domain 3: Instruction		**Rating**	**Domain 4: Professional Responsibilities**		**Rating**
3a	Communicating Clearly and Accurately		4a	Reflecting on Teaching	
3b	Using Questioning & Discussion Techniques		4b	Maintaining Accurate Records	
3c	Engaging Students in Learning		4c	Communicating with Families	
3d	Providing Feedback to Students		4d	Contributing to the School & District	
3e	Demonstrating Flexibility & Responsiveness		4e	Growing & Developing Professionally	
1f			4f	Showing Professionalism	

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX F
FORM A

Enhancing Professional Practice Clinical Observation Report: Part II

Evaluator's Name_____

Teacher's Name_____

Summary Statement of Evaluator

Evaluator's Recommendations

_____ _____
Evaluator's Signature Date

_____
Appraisee's Signature Date

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX F Plan for Teacher Improvement (Form B)

APPENDIX F
FORM B

PLAN FOR TEACHER IMPROVEMENT

CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio 44805

Member _____ School _____ Grade _____

Subject _____ Date _____

I. Specific Area to be Improved

The area or areas to be improved should be discussed by the member and evaluator and then clearly and carefully defined.

II. Specific Plans for Improvement

The method or program by which the improvement will be accomplished shall be developed by the evaluator and discussed with the member - clarified if necessary.

III. Dates

Dates will be set to aid in the facilitation of this program.

1. When the program will begin. _____
2. Date or dates to discuss the progress of the program. _____

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

IV. Status of Previously Identified Area(s) for Improvement

The evaluator, as a result of follow-up observations, should note the status of the program of improvement, i.e., satisfactorily completed, program to continue, program partially completed, etc. When the program has been partially completed, incomplete areas of the plan will be indicated.

V. Evaluator's Recommendation (when appropriate)

_____ Performance meets District Standards

_____ Performance meets District Standards - Program for Improvement (Section IV above) should be continued

_____ Performance does not meet District Standards

COMMENTS:

VI. Comments by the Member

****

Member's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX G Application for Family and Medical Leave

APPENDIX G
ARTICLE 309

CRESTVIEW LOCAL SCHOOL DISTRICT
Ashland, Ohio

APPLICATION FOR FAMILY AND MEDICAL LEAVE

NAME_____ DATE_____

BUILDING OR DEPARTMENT_____

I hereby request a leave of absence for the following reasons:

☐ Personal Illness

☐ Illness of child, parent or spouse

☐ Care of newborn child

☐ Care of newly adopted or placed foster child

For the following time period:

From _____Until _____.

I realize that this leave is without pay, but that I will be provided with the same medical, dental and life insurance had I continued to work provided I pay to the District Treasurer by no later than the first day of each calendar month during the leave my share of the insurance premium.

This leave is subject to all terms and conditions of Article 309 of this Agreement.

_____
Signature

Approved _____

Disapproved _____

Date _____ _____
Superintendent

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX H Tuition Reimbursement

APPENDIX H
ARTICLE 812

CRESTVIEW LOCAL SCHOOL DISTRICT
Ashland, Ohio

TUITION REIMBURSEMENT

[Submit After Completion of Course(s), but before
October 30th next following Completion of the Course(s)]

Name _____ Building _____

College/University _____

Name of Course _____

# of semester hour(s) _____ Cost _____
(Attach a receipt, or proof of payment)

Date Completed _____
(Attach grades or transcript)

_____ _____
Date Signature

Submit to Superintendent's Office prior to October 30th.

****

OFFICE USE ONLY

# of hour(s) reimbursed _____ at $_____ per semester hour.

Total Amount Reimbursed $_____

Copy to: Applicant

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX I Approval for Additional Compensation

APPENDIX I

CRESTVIEW LOCAL SCHOOL DISTRICT
Ashland, Ohio
Approval for Additional Compensation
Re: Article 903

Date _____

Name of Member _____

Member Assignment _____

Indicate by circling appropriate statement:

Additional Assignment beyond school year

Additional Assignment beyond normal school day

Description of Additional Assignment:

_____

_____

_____

Date(s) when Additional Assignment is to be performed:

_____

_____

Time period when Additional Assignment is to be performed:

_____

_____

Additional Compensation shall be in accordance with Article 903.

I accept the above indicated Additional Assignment.

_____ _____
Signature of Member Date

Administrative Approval By:

_____ _____
Signature Date

This form must be completed previous to the start of the assignment.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX J-1 Teacher's Contract - Continuing

APPENDIX J-1

CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio 44805

TEACHER'S CONTRACT - CONTINUING

1. AN AGREEMENT entered into between the BOARD OF EDUCATION of the Crestview Local School District, Richland County, Ohio, and _____, who, holding a PROFESSIONAL, PERMANENT OR LIFE CERTIFICATE, hereby agrees to teach in the local schools of said District from the date of this Contract until ____he resigns, elects to retire, is retired pursuant to Section 3307.37 of the Revised Code or until this Contract is terminated or suspended as provided by law. The parties agree to abide by the Rules and Regulations of the Crestview Local Board of Education and the Collective Bargaining Agreement that exists between the Board and the Crestview Teachers Association now in effect or hereinafter adopted for the operation of the schools of District.

2. In consideration of the services rendered by the TEACHER, the BOARD OF EDUCATION agrees to pay said TEACHER an annual salary as prescribed by the salary schedule of the School District now existing or hereafter adopted.

3. The initial compensation to be paid under this Contract, for regular teaching duties, according to existing salary schedules, shall be as set forth in the salary notification which is attached hereto and made a part hereof.

4. In accordance with Section 3319.12 of the Revised Code, said BOARD OF EDUCATION shall cause notice to be given annually not later than July 1st as to the salary to be paid said TEACHER during the next succeeding school year.

5. The days of employment shall be in number according to the Collective Bargaining Agreement with the Crestview Teachers Association.

6. The duties of the TEACHER shall be the regular teaching duties of a Crestview Local School District teacher.

7. And it is further agreed that the provisions of Section 3319.31 (certificate of teachers) of the Revised Code of Ohio and the obligations of the TEACHER and the BOARD OF EDUCATION under the Teacher's Retirement Laws of Ohio are a part of this Contract.

8. This CONTINUING CONTRACT was approved by the Board of Education of the Crestview Local School District, Richland County, Ohio, at the meeting held _____, 20_____.

   This CONTINUING CONTRACT shall become effective when signed by the TEACHER and approved by the BOARD OF EDUCATION.

_____ Date_____
PRESIDENT, THE BOARD OF EDUCATION

Accepted this _____ day of _____, 20____.

_____
TEACHER

Please sign both copies, retain the original for your file and return the copy to the Treasurer of the Board of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX J-2 Teacher's Contract - Limited

APPENDIX J-2

CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio 44805

TEACHER'S CONTRACT - LIMITED

1. THIS AGREEMENT entered into between the BOARD OF EDUCATION of the Crestview Local School District, Richland County, Ohio, and _____, who, hereafter agrees to teach in the Local Schools of said District for a _____-year term beginning on _____, 20 ___, and ending on _____, 20 ___. The parties agree to abide by the written policies, the written implementing Rules and Regulations of the Crestview Local Board of Education now in effect or hereinafter adopted for the operations of the Schools of said District as well as the Collective Bargaining Agreement that exists between the Board and the Crestview Teachers Association. If is further agreed that the terms and conditions of employment as are set forth in the Collective Bargaining Agreement shall be considered to be a part of this Contract by reference. Said policies and implementing Rules and Regulations and the Collective Bargaining Agreement will be made available to the TEACHER.

2. In consideration of the services rendered by the TEACHER, the BOARD OF EDUCATION agrees to pay said TEACHER an annual salary as prescribed by the salary schedule of the School District now existing or hereafter adopted.

3. The initial compensation to be paid under this Contract, for regular teaching duties, according to existing salary schedules, shall be as set forth in the salary notification which is attached hereto and made a part hereof.

4. In accordance with Section 3319.12 of the Revised Code, said BOARD OF EDUCATION shall cause notice to be given annually not later than July 1st as to the salary to be paid said TEACHER during the next succeeding school year.

5. The days of employment shall be in number according to the Collective Bargaining Agreement with the Crestview Teachers Association.

6. The duties of the TEACHER shall be the regular teaching duties of a Crestview Local School District teacher.

7. And it is further agreed that the provisions of Sections 3319.22-3319.31 (certificate of teachers) of the Revised Code of Ohio and the obligations of the TEACHER and the BOARD OF EDUCATION under the Teacher's Retirement Laws of Ohio are a part of this Contract.

8. This LIMITED CONTRACT was/will be approved by the Board of Education of the Crestview Local School District, Richland County, Ohio, at the meeting held/to be held _____, 20_____.

This LIMITED CONTRACT shall become effective when signed by the TEACHER and approved by the BOARD OF EDUCATION.

_____Date_____
PRESIDENT, THE BOARD OF EDUCATION

Accepted this _____ day of _____, 20____.

_____
TEACHER

Please sign both copies, retain the original for your file and return the copy to the Treasurer of the Board of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX J-3 Limited Contract – Supplemental Duties

APPENDIX J-3

BOARD OF EDUCATION
CRESTVIEW LOCAL SCHOOLS
Ashland, Ohio 44805

LIMITED CONTRACT
SUPPLEMENTAL DUTIES

This limited contract entered into by and between _____ of _____ (city), Ohio, hereinafter referred to as "Teacher," and the Crestview Local Board of Education of Ashland, Richland County, Ohio, hereinafter referred to as "Board," WITNESSETH:

In addition to Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform the following duties for and in behalf of said Board: _____. The parties agree to abide by and maintain the rules and regulations adopted by such Board and the existing Collective Bargaining Agreement between the Board and the Crestview Teachers Association which are incorporated into this Contract by reference. Such additional duties shall be performed by Teacher during the 20____ - 20 _____ year period(s).

In consideration of the duties to be performed by said Teacher, the Board promises and agrees to pay Teacher the sum of $_____ annually, payable as follows: _____.

This limited contract entered into at Ashland, Ohio, this _____ day of _____ 20 ___.

_____
TEACHER

_____
PRESIDENT, BOARD OF EDUCATION

Please sign both copies. Retain the original and return the other to the Treasurer's office.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX J-4 Notice as to Teacher's Salary

APPENDIX J-4

NOTICE AS TO TEACHER'S SALARY

Crestview Local School District
Ashland, Ohio

TO: _____ DATE: _____

_____

_____

CONTRACT STATUS:

_____ LIMITED
_____ CONTINUING

The Board of Education of the Crestview Local School District, Richland County, Ohio, notifies you that your salary for the 20___ - 20____ will be _____ dollars.

Salary payable in bi-weekly installments.

BEGINNING _____, 20 ____.

ENDING _____, 20 ____.

_____
Degree

Basis of Computation
Degree Status: _____
Experience Level on Salary Schedule: _____

Revised Code Section 3319.12: Each Board of Education shall cause notice to be given annually not later than July 1st to each teacher who holds a contract valid for the succeeding year, as to the salary to be paid such teacher during such year.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX K Employment of Retired Teachers

APPENDIX K

EMPLOYMENT OF RETIRED TEACHERS

A teacher who has retired and is receiving retirement benefits from the State Teachers Retirement System (STRS) may be rehired by the Board. When rehired, they shall be a member of the bargaining unit and shall have all rights provided in this Agreement and by State law, except as are specifically superseded by this Appendix:

1. A teacher retired under STRS who is employed by Crestview Schools is not entitled to any severance pay.

2. An employed retired teacher under STRS will be placed on the teacher's salary schedule at the step determined by the Superintendent, but no lower than Step 5.

3. The salary for an employed retiree will reflect the most recent education level as indicated by the Negotiated Agreement.

4. An employed retired teacher under STRS will be placed on a one-year limited contract each year of employment. The teacher will be automatically non-renewed without formal Board action taken or notice given; but, the teacher may be offered another one-year contract.

5. At non-renewal, the Board of Education will post the position in accordance with the Collective Bargaining Agreement. If a retiree indicates an interest as a result of the posting, the Board of Education may notify the retiree of retention on the 11th day following posting, but not later than June 1st.

6. A retiree who is retained year-to-year shall advance on the salary schedule one year at a time.

7. Retirees may be evaluated according to procedures outlined in the Negotiated Agreement.

8. An employed retired teacher new to the District will be considered for the purposes of employment as a new employee subject to, but not limited to, fingerprinting. All employed retired teachers will be subject to Medicare deductions.

9. Employed retirees will begin with zero days of accumulated sick leave. They will be eligible to accumulate sick leave days and be eligible for personal leave days as provided in the Negotiated Agreement. Retirees will not be eligible to participate in the sick leave bank.

10. Retirees who are employed will be excluded from the tuition reimbursement, Article 812.

11. Article 607 (Just Cause Provision) shall not apply with respect to the non-renewal.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX L OTES 2.0 Evaluation Forms APPENDIX L – Form 1

Ohio Teacher Evaluation System | **Self-Assessment**

Self-Assessment Summary Tool

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

Name:
Date:

Standard		Strengths	Areas for Growth	Priorities (Check 2)
Standard 1: Students	• Knowledge of how students learn and of student development • Understanding of what students know and are able to do • High expectations for all students • Respect for all students • Identification, instruction and intervention for special populations			
Standard 2: Content	• Knowledge of content • Use of content- specific instructional strategies to teach concepts and skills • Knowledge of school and district curriculum priorities and Ohio's Learning Standards • Relationship of knowledge within the discipline to other content areas • Connection of content to life experiences and career opportunities			
Standard 3: Assessment	• Knowledge of assessment types • Use of varied diagnostic, formative and summative assessments • Analysis of data to monitor student progress and to plan, differentiate, and modify instruction • Communication of results • Inclusion of student self-assessment and goal-setting			
Standard 4: Instruction	• Alignment to school and district priorities and Ohio's Learning Standards • Use of student information to plan and deliver instruction • Communication of clear learning goals • Application of knowledge of how students learn to instructional design and delivery • Differentiation of instruction to support learning needs of all students • Use of activities to promote independence and problem-solving • Use of varied resources to support learner needs			
Standard 5: Learning Environment	• Fair and equitable treatment of all students • Creation of a safe learning environment • Use of strategies to motivate students to work productively and assume responsibility for learning • Creation of learning situations for independent and collaborative work • Maintenance of an environment that is conducive to learning for all students			
Standard 6: Collaboration & Communication	• Clear and effective communication • Shared responsibility with parents/caregivers to support student learning • Collaboration with other teachers, administrators, school and district staff • Collaboration with local community agencies			
Standard 7: Professional Responsibility and Growth	• Understanding of and adherence to professional ethics, policies and legal codes • Engagement in continuous, purposeful professional development • Desire to serve as an agent of change, seeking positive impact on teaching quality and student achievement			

6/5/15

Ohio Department of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX L OTES 2.0 Evaluation Forms APPENDIX L- Form 2



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.



Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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

Overview: Walkthroughs/Informal Observations:

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

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

A walkthrough/informal observation is a

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

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

Guidelines for Walkthroughs/Informal Observations

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

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

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

FINAL March 27, 2020

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

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

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

Teacher-Driven Observations
While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to the teacher's identified focus area(s).

Types of Data
Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes measures of values or counts expressed as numbers. For example, the evaluator could use a checklist to tally the types of questions asked (higher versus lower levels). The evaluator might also chart the number and types of assessments used. Qualitative data can include scripted notes detailing patterns of activities, feedback shared and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

FINAL March 27, 2020

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: General Form

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

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

Directions: This form serves as a record of a walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation, nor is this an exhaustive list of evidence that may be observed. This record, along with records of additional informal observations, will be used to inform the holistic evaluation of the teacher.

EVALUATOR OBSERVATIONS	
☐ Teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals	☐ Communication strategies and questioning techniques check for understanding and encourage higher-level thinking
☐ Instructional time is used effectively	☐ Information is presented in multiple formats
☐ Teacher combines collaborative and whole class learning opportunities	☐ Routines, procedures and transitions are consistent, effective and maximize instructional time
☐ Rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher are evident	☐ Feedback is substantive, specific, timely and supports student learning
☐ Lesson makes clear and coherent connections with student prior learning and future learning	☐ Teacher selects, develops and uses multiple assessments
☐ Teacher demonstrates content knowledge and uses content-specific language and strategies to engage students	☐ Teacher uses differentiated instructional strategies and resources for groups of students
☐ Other:	☐ Other:

Identified Focus Area(s) and Aligned Evidence, if Applicable:

Evaluator Summary Comments:

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

FINAL March 27, 2020

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: Open-Ended Form

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

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

OBSERVATIONS

Evaluator Summary Comments:

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

FINAL March 27, 2020

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX L OTES 2.0 Evaluation Forms APPENDIX L – Form 4

Ohio Teacher Evaluation System **Assessment of Teacher Performance**

Teacher Performance Evaluation Rubric

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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments*	**Use of High-Quality Student Data** Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Evidence				
	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 contributions of families, colleagues and/or other professionals to

FINAL March 27, 2020

Ohio Department of Education 1

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
					understand each student's prior knowledge while supporting the student's development.
	Evidence				
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	Evidence				
KNOWLEDGE OF STUDENTS (Standard 1: Students, Standard 4: Instruction, Standard 6: Collaboration and Communication)	**Planning instruction for the whole child** Element 1.2 Element 1.4 Element 1.5 Element 4.2 Element 4.4	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

FINAL March 27, 2020

Ohio Department of Education 2

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
Possible Sources of Evidence: analysis of student data, pre-conference, artifacts, student surveys	Element 6.4				instructional plan draws upon input from school professionals and outside resources.
	Evidence				

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*	**Communication with students** Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used.	The teacher 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	The teacher gives students substantive, specific and	The teacher gives students substantive, specific and timely feedback to support individual

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
			limited and may not always support student learning.	timely feedback to support their learning.	student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.
	Evidence				
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
	Evidence				
LESSON DELIVERY *(continued)*	**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	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

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
		instructional strategies or resources.			make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.
	Evidence				

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

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
			sense of well-being but does not address them effectively.	positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to student sense of well-being.	anticipates and effectively addresses needs related to student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	Evidence				
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 fails to analyze data and makes little or no attempt to modify instruction to meet student needs. The teacher does not share evidence of student learning with students.	The teacher makes limited use of varied assessments. The teacher attempts to analyze data and modify instruction, though the modifications do not meet student needs. The teacher shares evidence of student learning with students.	The teacher selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher analyzes patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet the needs of groups of students. The teacher shares evidence of student learning with parents and students to plan instruction to meet student needs.	The teacher intentionally and strategically selects, develops and uses multiple assessments, including routine use of various diagnostic, formative and summative assessments. The teacher offers differentiated assessment choices to meet the full range of student needs. The teacher analyzes data trends and patterns to measure targeted student learning, anticipate learning obstacles, modify instruction and differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.
	Evidence				

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth) *Possible Sources of Evidence: Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review*	**Communication and collaboration with families** Element 6.1 Element 6.2	The teacher does not communicate with students and families.	The teacher inconsistently or unsuccessfully uses communication and engagement strategies with students and families. These do not contribute adequately to student learning, well-being and development.	The teacher uses effective and appropriate communication and engagement strategies with students and families, resulting in partnerships that contribute to student learning, well-being and development.	The teacher uses multiple effective and appropriate communication and engagement strategies with individual students and families. These ongoing strategies promote two-way communication, active participation and partnerships that contribute to each student's learning, well-being and development.
	Evidence				
	Communication and collaboration with colleagues Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	Evidence				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Evidence				
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.
	Evidence				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Planning for the Post-Conference
Ohio Teacher Evaluation System 2.0

Post-Conference Planning

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

Considerations
Before deciding which reflective questions are best matched to the educator's performance and goals, consider the following:

- What focus area(s) might be/were identified after the Formal Holistic Observation? What evidence has been demonstrated to support growth in the focus area(s)?
- What are the teacher's goals on the Professional Growth Plan (PGP)? Do the measurable indicators identified on the PGP demonstrate progress on the plan?
- What does the teacher's high-quality student data (HQSD) demonstrate about instruction and student learning?
- How has the teacher provided evidence of *use* of the HQSD to impact student learning and teacher practice?
- What further supports might this teacher need to enhance practice and demonstrate growth?

Reflective Questions
The number and type of focus area(s) (strength and/or area of growth) are determined locally.

- Record 3 to 5 reflective questions aligned to the identified focus area(s) that would enhance a strength and/or support an area of growth.
  1.
  2.
  3.
  4.
  5.

Three Key Elements of the Instructional Post-Conference

Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
   - Review Conference Process
   - General Impression Question: "How do you think the lesson went?"

2. Focus area(s)
   - Discuss identified focus area(s)
   - Ask self-reflection question/s
   - Provide evidence from notes
   - Share resources and supports

3. Present evidence and rating connected to the rubric.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX L OTES 2.0 Evaluation Forms APPENDIX L – Form 6

EachChildOurFuture

Final Holistic Rating of Teacher Effectiveness—Full Evaluation

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

☐Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Ohio Department of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

#EachChildOurFuture

Final Holistic Rating of Teacher Effectiveness—Accomplished or Skilled Carry Forward

Professional Growth Plan Goal(s) Alignment:	**Dates:**	
Mark Domain Area(s): ☐Focus for Learning ☐Knowledge of Students ☐Lesson Delivery ☐Classroom Environment ☐Assessment of Student Learning ☐Professional Responsibilities **Focus Area(s) Comments:**	Date of Observation: Date of Conference: **Comments:**	
Professional Growth Plan Goal(s):	(Goal(s) prepopulate from previous entry)	
Progress on Professional Growth Plan Goal:	☐Progress Made (By checking this box, the teacher will continue with rating as per schedule until time for a full evaluation cycle.)	☐Insufficient Progress Made (By checking this box, the teacher will automatically be placed on a full evaluation cycle the following school year.)
Evaluator Comments:		
Teacher Comments:		

Final Holistic (Overall) Rating: Pre-Populated in OhioES Portal • **Carry forward from previous rating**	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐End of Cycle (Full evaluation required in the next school year)

☐Check here if Improvement Plan has been recommended.

Teacher Signature _____ **Date** _____

Evaluator Signature _____ **Date** _____

Final March 27, 2020

Ohio Department of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

#EachChildOurFuture

Improvement Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

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

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

Ohio Department of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

#EachChildOurFuture

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

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

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

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

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

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

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Ohio Department of Education

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Crestview Local School District **Improvement Pathway Plan**

Improvement Pathway Plan

Teacher Name: _____ Grade/Level/Subject_____

School Year: _____ Building _____ Date of Improvement Pathway Plan Conference _____

Written Improvement Pathway Plans are to be developed in the circumstances outlined in the collectively bargained agreement. The purpose of the Improvement Pathway Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

Section 1: Improvement Statement-List specific areas for growth as related to the Ohio Standard for the Teaching Profession.

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

Section 2: Desired Level of Performance-List specific measurable goals to improve performance. Indicate what will be measured for each goal.

Beginning Date	Ending Date	Level of Performance Specifically Describe Successful Pathways Targets

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Crestview Local School District

Improvement Pathway Plan

Improvement Pathway Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of actions that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement pathway 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 Pathway Plan to Be Evaluated:

Teacher's Signature_____ Date_____

Evaluator's Signature_____ Date_____

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

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Crestview Local School District

Improvement Pathway Plan

Improvement Pathway Plan: Evaluation of Plan

Teacher Name: _____ **Grade Level/Subject** _____

School Year: _____ **Building** _____ **Date of Evaluation** _____

The Improvement Pathway Plan will be evaluated at the end of the time specified in the plan. Outcomes from the Improvement Pathway Plan demonstrate the following actions to be taken:

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

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.

Teacher's Signature_____ Date_____

Evaluator's Signature_____ Date_____

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

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX M OSCES Evaluation Forms APPENDIX M- Form 1

Ohio School Counselor Evaluation System

Self-Assessment

Self-Assessment Summary Tool

The *Ohio Standards for School Counselors* define expectations for Ohio's school counselors based on what is known about the skills and practices of effective school counselors. The standards can be used as a guide for school counselors as they self-assess their professional effectiveness to identify their strengths and areas for additional professional growth.

One way for school counselors to self-assess is to respond to focused, guiding questions related to effective practices. This self-assessment tool offers both essential questions and statements for response.

The school counselor should consider each of the statements below and choose the response that most accurately represents performance.

Standard One Essential Question(s): Have I engaged in collaborative planning within my school for a comprehensive school counseling program plan?

I possess the knowledge and skills to design a comprehensive and proactive school counseling program.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
The school counseling program aligns with the school's goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Standard Two Essential Question(s): Do I effectively provide direct services to meet the academic, college/career and social/emotional development needs of my students?

Curriculum Development: I possess the knowledge and skills to develop an effective school counseling core curriculum.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
Individual Student Planning: I work directly with students to support their academic progress and goals.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to develop their college and career-related knowledge, skills and pathways.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to support their social/emotional development, skills and mindsets.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Responsive Services: I develop appropriate interventions for students as needed.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Three Essential Question(s): Do I effectively make connections, build partnerships, consult and seek solutions, and provide referrals to meet my students' academic, career/college and social/emotional development needs?

I partner with school personnel and parents/guardians to achieve common goals for student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I coordinate school and community resources and provide referrals as needed to support students and promote their success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Standard Four Essential Question(s): Do I use data to plan, implement and continually improve my practice?

I monitor student performance and progress.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I monitor the effectiveness of the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Five Essential Question(s): Do I effectively advocate on behalf of students and the role of the school counseling program in creating a positive environment and meeting the needs of the whole child?

I serve as a leader.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster a school environment that is inclusive of, responsive to, and safe for its diverse members.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I advocate on behalf of students.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I advocate for my profession and the role that school counselors play in fostering student success and well-being.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Standard Six Essential Question(s): Do I demonstrate professionalism, model ethics and seek continuous professional learning?

I seek ongoing, relevant and high-quality professional learning and growth.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I adhere to ethical standards and legal and professional codes.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate professionalism in my field	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX M OSCES Evaluation Forms APPENDIX M - Form 2

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: _____

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Ohio School Counselor Evaluation System | **Optional Form: Student Metrics**

Optional Form to Demonstrate a Positive Student Outcome Using Student Metrics

This section of the model outlines the possible process a school counselor and evaluator might follow to determine the metric(s) of student outcomes and demonstrate a positive student outcome for the Ohio School Counselor Evaluation System.

Step One: Identify Domain Focus Area(s):

Identify the student domain area(s) in the district, building, cohort, or grade level(s) based on needs.

Example: School counselor data from 2015-2016 showed that the incoming seventh grade cohort had on average the highest number of interpersonal student conflicts. Domain: Social/Emotional

Step Two: Identify Desired Student Outcome(s)

Based on identified focus areas of need (step one), develop student outcome goal(s).

Example: In 2016-2017, Smart Middle School data will show a reduction in the average number of interpersonal student conflicts among the seventh grade cohort by April 2017.

Step Three: Determine the Metric(s) of Student Outcomes

Determine the measurement data to be used to demonstrate a change in student knowledge, skills or behavior.

Example: Office Referrals (disaggregated to show the number of incidents of interpersonal conflict among seventh grade students). Peer Mediation Log Data (disaggregated to show the number of interpersonal conflicts mediated among seventh grade students). Survey data to show the number of students using mediation techniques to solve conflicts.

Step Four: Relevant school counselor activities/interventions

Describe activities, lessons or interventions the school counselor will implement and monitor to achieve the desired student outcome(s).

Example: The school counselor will train peer mediators and hold weekly sessions to support positive peer relations among seventh grade students. The school counselor will design and distribute an online survey to seventh grade students to assess their knowledge and use of conflict resolution techniques at the beginning of the school year 2016-2017 and again in the spring.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Step Five: Monitoring

Over the course of the school year, monitor progress made on each metric of student outcomes.

Example: The school counselor reviews data in November 2016 and February 2017 to note changes. Additionally, school counselor collects informal data from the peer mediation weekly sessions in November 2016 and February 2017, and he or she reviews the peer mediation logs for trends and patterns.

Step Six: Analyze Results and Report Results

At the end of the evaluation process, determine the impact for each student outcome.

Example: 2015-2016 school counselor data revealed that on average the incoming seventh grade cohort had 12 interpersonal student conflicts per month; in April 2017 data revealed that the seventh grade cohort had seven interpersonal student conflicts per month. Informal data from the peer mediation weekly sessions revealed that students reported using peer mediation to solve interpersonal student conflicts more frequently. Survey data showed that seventh grade students increased both their knowledge and use of conflict resolution strategies during the year.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Ohio School Counselor Evaluation System

Informal Observations

Informal Observation: Open-Ended Form

School Counselor Name: **Activity Observed:** **Date:**

Evaluator Name: **Time Informal Observation Begins:** **Time Informal Observation Ends:**

Directions: This form serves as a record of an informal walkthrough by the school counselor's evaluator. The evaluator will likely not observe all areas of the performance rubric in one informal observation. This record, along with additional informal and formal observations, will be used to inform the summative evaluation of the school counselor.

TIMES	OBSERVATIONS

Evaluator Summary Comments:

Evaluator Signature ☐ **Photocopy to School Counselor**

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Ohio School Counselor Evaluation System | **Pre- and Post- Conference Questions**

Pre-Observation Planning and Post-Observation Resource Questions

The following sample questions are intended to guide thinking and conversation. All questions will not apply to all observations. The purpose of the pre-observation conference and post-observation conference is to promote communication, understanding and reflection of professional practices.

Pre-Observation

- What are your goals for the school counseling program?
- What do you want to accomplish for the observation?
- How will you know if you accomplish your goals for the observation?
- How will your actions support the overall plan for the school counseling program?
- What could I observe you doing on a typical day?
- What is the rationale and context for what I will observe?
- What made you choose this particular activity?
- How will you prepare for the activity?
- What prior knowledge does the participant need to have for this activity?
- How can you get immediate feedback to make sure the participants understand the most important parts of your presentation?
- Discuss ways you meet the needs of students through individual planning.
- How will you help students develop skills for personal or social success?
- What collaboration might you have with colleagues in preparation for the observation?
- What might be some strategies for collaboration with colleagues inside and outside of your department?
- What outcome are you focused on?
- How do you plan to help students develop skills for academic success, career development, personal or social success?
- What data do you plan to collect that monitor's student progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

Post-Observation

- What do you feel was the strongest point of the observation? Why?
- To what extent do you think you accomplished your goals for the observation? How do you analyze and reflect on your work? In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data help improve student outcomes?
- After the observation, what will be your next steps?
- What would you most like to improve?
- What are some thoughts about providing responsive services to meet student needs?
- Discuss ways you could meet the needs of students through systems support.
- Discuss ways in which you can advocate for different groups of students.
- How can I as the evaluator help you reach your goals for the program?

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

APPENDIX M OSCES Evaluation Forms APPENDIX M – Form 6

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				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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				

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Ohio School Counselor Evaluation System | **Planning for the Post-Observation Conference**

Post Conference Planning

The goal for the conference leader is to cognitively coach the school counselor through the use of reflective questions. Record three reflective questions you would ask the school counselor that align with the area of reinforcement.

1.
2.
3.

Record three reflective questions you would ask the school counselor that align with the area of refinement.

1.
2.
3.

Four Key Elements of the Post-Conference

1. Introduction/Greeting/Establish Length:
   - Review conference process
   - General impression question: "How do you think the activity went?"
2. Reinforcing the School Counselor:
   - Identify an area of reinforcement (ONLY one area)
   - Ask self-analysis question
   - Provide evidence from notes
3. Refining the School Counselor's Skill:
   - Identify an area of refinement (ONLY one area)
   - Ask self-analysis question
   - Provide evidence from notes
   - Give a recommendation for future practice

Present evidence and rating connected to the rubric

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

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** _____

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Ohio School Counselor Evaluation System

Improvement Plan

Improvement Plan

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

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

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

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

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

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

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Ohio School Counselor Evaluation System

Improvement Plan

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:

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

Ohio School Counselor Evaluation System

Improvement Plan

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.

Docusign Envelope ID: B98E86AF-B978-478D-8313-229642FF1936

STATEMENT OF MUTUAL CONCERN: NEED FOR COLLABORATION

Statement of Mutual Concern: Need for Collaboration

/The CTA and the Board have agreed that collaboration time for teachers is a vital part of the instructional week. Without committing to contract language, the Board agrees to collaboration time for K-8 teachers and is willing to commit financial resources to this effort beginning with the 1999-2000 school year. Both parties agree to review this issue periodically if so requested by either party.

Date 4-23-99

Time 7:26 PM

For the Board s/Steven E. Willeke

For the Association s/Peggy J. Elchert