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MASTER AGREEMENT

between the

STREETSBORO EDUCATION ASSOCIATION

and the

STREETSBORO BOARD OF EDUCATION

July 1, 2026 – June 30, 2029

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ARTICLE 1. RECOGNITION AND MANAGEMENT RIGHTS

A. The Streetsboro Board of Education (hereinafter referred to as the "Board") recognizes the Streetsboro Education Association (hereinafter collectively referred to as the "Association" or the "SEA"), an affiliate of the Ohio Education Association and the National Education Association, as the sole and exclusive representative of all bargaining unit members.

1. The bargaining unit shall include all teachers except Casual Employees, Substitute Teachers, Tutors**,** certified medical assistants and all Supervisors and Management Level Employees. "Supervisor" means any individual who has authority, in the interest of the public employer, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other public employees; to responsibly direct them; to adjust their grievances; or to effectively recommend such action if the exercise of that authority is not of a merely routine or clerical nature but requires the use of independent judgment.

   "Management Level Employee" means an individual who formulates policy on behalf of the public employer, who responsibly directs the implementation of policy, or who may reasonably be required on behalf of the public employer to assist in the preparation for the conduct of collective negotiations, administer collectively negotiated agreements, or have a major role in personnel administration. The Superintendent, Assistant Superintendent, Treasurer, Principals, Assistant Principals, Director of Special Services, and High School Athletic Director are Management Level Employees.

2. The purpose of such recognition shall be to bargain collectively on all matters pertaining to wages, hours, or terms and other conditions of employment and the continuation, modification, or deletion of existing provisions of a Collective Bargaining Agreement.

3. School Nurse

   a. The Board shall be permitted to contract for nursing and related medical services through Akron Children's Hospital. The contract shall provide for the provision of at least one (1) seven- (7-) hour nurse and one (1) certified medical assistant per building (CMAs) each school day.

   b. The CMAs shall be assigned one (1) to each building for five (5) hours per day and shall be supervised by the nurse. The nurse shall be ostensibly assigned to the building with the greatest medical needs but shall be "on call" and visible in all buildings as appropriate and necessary. The staff at each building shall collaborate to determine the best scheduling arrangements for the CMA for that building**.**

   c. If certain classes and/or grade levels participate in field trips which require an overnight stay(s), a CMA shall accompany the class/grade level on said trip, and a replacement CMA shall be provided for the building to whom the regular CMA is assigned.

B. Recognition of the Association as the sole and exclusive representative of the bargaining unit members shall be for the term of this Contract, and will continue thereafter as provided by Ohio Revised Code 4117.

C. Any challenge to the representation of this bargaining unit as defined in Section A, above, shall be conducted in compliance with and pursuant to Ohio Revised Code 4117. The Board shall have no requirement to approve or disapprove representation, nor to be involved in the representation process except as defined and provided for in Ohio Revised Code 4117.

D. Management Rights

The Board of Education retains all rights set forth in the Ohio Revised Code.

ARTICLE 2. NEGOTIATIONS PROCEDURE

A. ORGANIZATIONAL STRUCTURE

1. The Negotiating teams shall consist of no more than six (6) persons**,** plus the OEA consultant and Board representative if desired by the parties. The Board shall select its team members, and the Association shall select its team members.

B. NEGOTIATIONS SCHEDULE

1. Negotiations for a successor agreement shall begin by March 1 preceding the expiration date of this Agreement, unless a different date mutually agreed upon by the parties.

2. Between January 1 and January 20 preceding the expiration date of this Agreement, the Association President shall contact the Superintendent to establish a date, place, time to meet, and the method of bargaining to be used by the parties. Such agreement shall be followed by a written request to begin negotiations as per the oral agreement reached by the Association President and the Superintendent.

3. At the opening session, the Board and the Association shall submit their initial proposals. No new items shall be submitted by either party after the opening of negotiations except by mutual consent.

4. Either team may call for a caucus at any time. If either team believes that such caucus would extend beyond thirty (30) minutes, it may request that the negotiation sessions be recessed until a later time.

5. As negotiated items receive tentative agreement by the parties, each item shall be reduced to writing and initialed by a representative of each party.

6. There shall be no community publicity releases except those mutually agreed to by the parties.

7. The parties agree that release time shall be given for five (5) school days. Thereafter, the parties shall mutually agree when to meet.

C. AGREEMENT

1. Tentative agreements on an entire package reached by the two (2) negotiating teams shall be presented in writing by each of the teams to all persons whom it represents at a cost to the respective party. All such agreements shall be subject to adoption by the Board and ratification by the Association. Both teams shall recommend the agreement to its respective parties.

2. Within thirty (30) calendar days after the concluding session, said tentative agreements shall be accepted or rejected as a total package by the respective represented groups.

3. Once the tentative agreements are accepted by the parties hereto, they shall be placed in a contract and signed by the Board President, Association President, and their respective negotiating teams; and shall comprise the entire contract between them and settle all demands and issues on all matters within the scope of negotiations.

4. The Board and the Association shall equally share in the cost of printing the contract in contract form. The Board shall receive at least fifty (50) copies of said contract.

D. DISAGREEMENT

1. If agreement is not reached within the specified time limits, the parties shall submit a joint request to the Federal Mediation and Conciliation Service (FMCS) for the purpose of mediating an agreement (unless the parties otherwise agree).

   The parties shall meet at the request of the mediator. The mediator shall only have the authority to assist the parties in reaching an agreement.

2. If the FMCS cannot supply a mediator, the mediator shall be selected first through the State Employment Relations Board (SERB), and second through the American Arbitration Association (AAA) pursuant to its rules.

3. If there are any joint costs incurred during mediation, they shall be shared equally by the Board and the Association.

4. This shall be the parties' mutually agreed Dispute Resolution Procedure under Ohio Revised Code 4117.14(C)(1)(f). At any time following the involvement of the mediator, either party may declare impasse.

5. In the event agreement is not reached after the expiration of the existing agreement, the Association shall have the right to proceed in accordance with Section 4117.14 (D) (2).

ARTICLE 3. LEAVES OF ABSENCE

A. PAID LEAVES

1. SICK LEAVE

a. All employees shall be entitled to one and one-fourth (1 1/4) Sick Leave days for each month of service or fifteen (15) days for the school year, cumulative without limit. Sick Leave accumulation shall be totaled and printed on the last paycheck stub of each month.

b. All employees shall be entitled to an advancement of ten (10) Sick Leave days if the number of days used exceeds the number accumulated. So long as the employee remains in the employment of the Board, the employee is required to earn back any advanced Sick Leave days so no loss in pay results. Additionally, employees must exhaust all but one (1) day of personal leave prior to the advancement of any negative sick leave. If the employee has not earned back any days advanced prior to the end of the school year, the employee shall have the balance deducted equally from the remaining pays in the contract year (based on 26 pays). Unused personal leave at the end of the year and sick leave earned through the summer shall be credited against the negative balance of sick leave days owed. Should the employee leave the employment of the Board, be placed on unpaid leave of absence, or die, any remaining advanced sick days will be deducted from the final adjusted pay or estate.

c. Sick Leave days may be used for the following reasons and may be used in one-quarter (1/4) day blocks:

(1) Personal Illness

(2) Personal Injury

(3) Exposure to contagious disease which could be communicated to others.

(4) Maternity

(5) Illness, injury, or death in the employee's immediate family.

(6) In each case of illness, injury or death in the employee's less immediate family; or due to the illness, injury or death of other individuals; leave may be allowed at the discretion of the Superintendent when the request is submitted in writing by the employee.

(7) "Immediate family" as used in this Contract shall be defined as the spouse, children, mother, father, sister, brother, grandparents, grandchildren, father- or mother-in-law, son- or daughter-in-law, brother-in-law, sister-in-law, and any resident in the employee's home.

(8) Falsification of sick leave is grounds for termination. The Superintendent may require substantiation of the need for sick leave if there is a documented suspicion of abuse.

d. A physician's note may be requested for five (5) or more consecutive sick leave days used.

2. ASSAULT LEAVE

a. Any employee who is assaulted while performing assigned duties shall be granted a paid leave of absence for the period so designated by the employee's physician. Assault shall be defined as injury or serious threat of injury inflicted upon an employee with or without a weapon.

b. Before Assault Leave pay will be granted, the member shall furnish to the Superintendent a written, signed statement describing the circumstances and events surrounding the assault, names and addresses of witnesses (if known), and a description of the injuries sustained.

c. An employee who receives Assault Leave shall file a police report, and the employee and the Administration agree to take appropriate action.

d. Leave under this provision shall not exceed a maximum of thirty (30) days, unless extended at the Superintendent's discretion. These days shall not be charged to Sick Leave or Personal Leave.

e. If Workers' Compensation benefits are granted, the monetary amount of these benefits shall be remitted to the Board.

3. JURY DUTY LEAVE

a. The Board will pay for time lost during any workday (Monday through Friday) to any employee for the purpose of serving Municipal, County, State or Federal jury duty on the following basis:

(1) Employee must report on the next regular workday to the Superintendent his/her receipt of notice to appear for jury duty.

(2) The employee will work any part of the day so long as there is at least one-half (1/2) day remaining (exclusive of travel time).

(3) The Board shall pay an employee his/her usual wage, and the employee shall deposit his/her jury duty pay with the Treasurer within three (3) workdays of receipt if the jury duty pay exceeds Fifty Dollars ($50.00).

4. PERSONAL LEAVE

a. Each employee shall be granted up to three (3) days per school year, with pay, as

Personal Leave. These days shall be unrestricted which means requiring no reason.

b. Unless an emergency demanding immediate absence, an employee intending to use a Personal Leave day shall notify the appropriate building administrator as far in advance as possible, but in no event less than school days twenty-four (24) hours in advance, of his/her intention to do so.

c. Personal Leave for more than three (3) days shall be at the discretion of the Superintendent.

d. Personal Leave shall be noncumulative and shall not be deducted from the employee's accumulated Sick Leave.

e. Personal Leave for more than two (2) consecutive days, leading into the day before or the day after a holiday, or an established school vacation period, or NEOEA day, requires the approval of the Superintendent. Additionally, no more than seven percent (7%) of employees per building may be on personal leave per day. In cases of emergency, this limit shall be waived.

f. Employees shall only receive Personal Leave days during the last ten (10) student days of the school year upon prior approval and at the discretion of the Superintendent. Additionally, no more than six percent (6%) of employees may be on personal leave per day during the month of May. In cases of emergency, this limit shall be waived.

g. A maximum of two (2) unused Personal Leave day may be carried over to the following school year, with no more than five (5) personal days allowed in a year. At the employee’s option, which must be communicated in writing to the Treasurer’s office not later than the last day of the school year, any unused Personal Leave may be converted to sick leave.

h. Personal Leave shall be granted in full and/or half day increments.

i. The Superintendent and SEA President agree to review the personal leave policy at the end of each year to assess feasibility.

5. COMPULSORY LEAVE

a. Released Time shall be granted for substantiated and required appearances in court. Witness fees and any other compensation received, if any, shall be for-warded to the Board within thirty (30) days of receipt by the employee, in order to get regular pay for time released.

b. Compulsory leave shall be granted only if the employee is not a named party in the proceeding, or unless the employee, if named, has used all of his/her Personal Leave.

6. PROFESSIONAL LEAVE FOR ATTENDANCE AT CONFERENCES, CLINICS OR CONVENTIONS

a. Any full-time employee without a documented suspicion of abuse or suspicious pattern of use leave desiring to attend a professional conference, clinic or convention shall submit to the BLMC a written request to do so. Said request shall be submitted to the BLMC no later than thirty days (30) prior to the conference, clinic or convention; and shall state the number of school days which the person will miss by attending the conference, clinic or convention, and the professional nature of the conference, clinic or convention.

b. Teachers shall not be required to obtain their substitutes for prior approved Professional Leave. Should the date of the event for which the professional day has been granted be postponed, cancelled or rescheduled, the person requesting the professional day will assume the responsibility of immediately notifying their administrator for purposes of correcting the absence in Aesop.

c. Upon approval of an employee's request for Professional Leave, the employee shall receive no deduction in pay. A signed statement of the employee certifying eligibility for reimbursement will be accepted for mileage and meal reimbursements. Other expenses require vendor receipts.

d. The following expenses are eligible for reimbursement:

(1) Mileage at the IRS rate at the time of travel. Other transportation, including airfare and ride share shall be reimbursed including up to a 20% gratuity in instances when the employee is being sent to out of state training by the district.

(2) Lodging, for which reimbursement will be limited to the Conference rate, if obtained through Conference registration. Exceptions may be made in extenuating circumstances, as determined by the Treasurer.

(3) Meals shall be subject to a per diem payment that corresponds to the Government Services Administration (GSA) rate for the area where the conference is located. If there is not a specific rate for that area, the general Ohio GSA rate shall apply. Receipts are not required for meals, if overnight, but the employee must submit proof of attendance at the conference. Board Policy 8.08 shall govern further aspects of meal reimbursement.

(4) Parking and tolls at the rate of 100% of actual expenses.

(5) Registration and conference materials at the rate of 100% of actual expenses.

e. The following cost containment measures shall be placed into effect to maximize available professional development financial resources for employees attending the

same conference.

(1) Employees will travel together whenever possible. One employee for every two attendees may claim reimbursement for mileage, parking and tolls.

(2) Meal expenses will be reimbursed only when a meal is not included in the conference registration fee or provided by the lodging facility.

(3) Lodging will be double occupancy whenever possible.

(4) If an employee is willing to provide volunteer services to obtain a significant discount on conference attendance costs, the Superintendent may authorize additional professional leave.

f. Professional leave shall also be granted if it serves the following purposes, with the restriction noted:

(1) For employees who serve as an escort, chaperone, or supervisor of a Superintendent approved student function.

g. Employees may be required to provide a written or verbal report of the professional meeting for which they received reimbursement.

h. Any out of state professional leave requests granted by the BLMC must be submitted to the Superintendent ten (10) days prior to the event for approval. If approval is granted by the Superintendent, reimbursement rates will not exceed those that would be incurred by attendance at in a state professional development.

7. ASSOCIATION LEAVE

The Board shall grant nine (9) days Released Time per school year to the Association President and/or his/her designees. These days shall be used by delegates or alternates to State or National Association meetings and/or for other business of the Association which must be conducted during the work day. These days shall be granted through this Section, except that the Board is not obligated for any expenses other than release time and replacement substitute, if necessary.

Minimum use of these days is in one-quarter (1/4) day blocks. The Superintendent may approve other Association Leave at the request of the Association President.

The Association shall be provided with four (4) additional one-half (1/2) days of Association Leave for one (1) Association designee to attend the Portage County Consortium Trustee meetings. The Superintendent and/or Treasurer will provide the schedule of such meetings to the Association President within two (2) work days of receiving the schedule.

8. FAMILY AND MEDICAL LEAVE CLAUSE

The Family and Medical Leave Act shall not adversely affect the leave provisions of this Contract. Notwithstanding other provisions of this Agreement, the Board agrees to abide by the provisions of the Family and Medical Leave Act of 1993 and its amendments. The parties to this Agreement agree that all benefits guaranteed by the Act will be provided to employees covered by this Agreement who are eligible for FMLA coverage and leave. Any alleged violations of the Act may be processed as grievances using the procedure herein. Pursuit of such a grievance in no way prevents an employee from enforcing his/her rights under the Act as provided by law.

a. The employee 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.

b. Leave may be taken intermittently in accordance with the law.

c. The Board shall be entitled to recover health care premiums during the leave if the member fails to return to work. This shall not be the case if the failure to return to work is because of the continuation, recurrence or onset of a serious health condition—either the member's own or that of an immediate family member for whom they need to care, or due to other FMLA eligible circumstances beyond the control of the teacher. The Board shall continue the group health insurance plan afforded employees during the term of the leave. The employee share of the premiums may be paid on a current basis or upon return to work.

d. Upon return from FMLA leave, the employee must be returned to the same position or to an "equivalent position with equivalent benefits, pay, status and other terms and conditions of employment".

e. Year

For purposes of Family Leave benefits, "year" shall be defined as July 1 through June 30.

f. The District will provide an explanation each year regarding the process that teachers and the District will follow regarding the processing of FMLA requests.

9. SICK LEAVE TRANSFER

a. Statement of Purpose

The purpose of the Sick Leave Transfer is to provide Sick Leave to those who request it in cases of catastrophic, long-term illness or accident of the employee, or their immediate family, as defined above. The definition of "catastrophic" illness or accident, for the purpose of this Agreement, is an extraordinary debilitating or life-threatening illness or injury or the death of the employee's immediate family. For the employee, the catastrophic illness or accident must result in the employee's inability to work.

b. The Sick Leave Transfer will be administered by the Sick Leave Committee. The Sick Leave Committee shall be a committee of five (5) persons, comprised of the Superintendent or designee and one administrator appointed by the Superintendent, and three (3) appointed by the Association President. Decisions by the Sick Leave Committee must be by a supermajority of 80%.

c. Eligibility for Requesting a Transfer of Leave

To be approved for a sick leave transfer, a bargaining unit member must have used all of his/her accumulated sick days at the time of the request.

d. Procedures to Use Another Member's Sick Leave

An application obtained from the Sick Leave Committee for a transfer will be accepted (See Appendix M for the Sick Leave Transfer Application). A doctor's statement is required with the application in order for the request to be considered.

e. Once qualified by the Sick Leave Committee, to receive a sick leave transfer Sick Leave Bank, the maximum number of days a bargaining unit member may receive from the Sick Leave Bank shall not exceed fifty (50) days per school year, unless more are approved by the Sick Leave Committee. The Association will work mutually with the Treasurer to create a list of members contributing to the bank. Time will be deducted on a seniority basis. Employees with the most experience shall have leave deducted first. Once days have been transferred to an employee, they remain with the employee.

f. The Sick Leave Committee shall review and approve or deny all applications to the Sick Leave Committee. Decisions of the Committee are final and are not subject to the grievance procedure.

g. The Chairperson of the Sick Leave Committee shall be responsible for reporting data concerning the Sick Leave Bank to the Board Treasurer and the Association President.

h. The Sick Leave Committee shall review the operation of the Sick Leave Transfer annually, and make recommendations, if necessary, for modifications of the plan to the Parties.

B. UNPAID/PARTIAL-PAID LEAVES

1. SABBATICAL LEAVE

a. Any employee who has completed six (6) consecutive years of teaching in the Streetsboro City Schools may be granted a Sabbatical Leave of Absence with one-half (1/2) pay for professional improvement for up to one (1) full school year [thirty-six (36) weeks].

b. Application for Sabbatical Leave for professional study, research, or professional improvement must be made at least sixty (60) days prior to the beginning of such requested leave. Applicant must be notified by the Board of the disposition within thirty (30) days of receipt of the request. The application for such Sabbatical Leave of Absence must be accompanied by an outline of the program of study or research to be pursued, or the proposals for the professional improvement.

(1) Application will be made to the Superintendent. The applicant will submit plans for the use of the Sabbatical Leave of Absence and will meet all other requirements as established.

(2) Sabbatical Leave of Absence may be granted at the discretion of the Superintendent and the Board.

c. Generally, it is intended that study and other proposals for improvements will include a full graduate load and will lead to the completion of a degree in the member's field or area of professional service if such degree, either undergraduate or graduate, is not already held. Application for leave for travel will outline in detail the scope and nature of the travel, will make provision for an itinerary covering a minimum of four (4) months or eight (8) months, will clearly show how such travel will contribute directly to improve classroom instruction or to improve professional services by the member, and shall give reasons why such travel may not be accomplished when schools are not in session or when the member is not on duty.

d. Sabbatical Leave for professional improvement will not be granted to any employee more often than one (1) full year for every five (5) consecutive years of service, nor will leave be granted a second time to the same individual when other members of the staff in sufficient numbers to fill the quota for the period have filed a request for and are awaiting such leave. The number of employees on Sabbatical Leave in any one (1) years will be limited to one (1) for each level -- Elementary, Middle, and High School.

e. The amount of partial pay which an employee will receive while on leave under the provisions of this Section will equal one-half (1/2) his/her contract salary for the year plus benefits, effective September through June; and will be paid every two (2) weeks.

f. All members will, as a condition of approval for Sabbatical Leave of Absence for professional growth, sign a written agreement to return to service in the Streetsboro City Schools for a period of at least one (1) year immediately following the satisfactory completion of the program for professional improvement within the specified period, or to refund to the Board all of the partial pay received during the period of leave. The refund requirement will not apply in case of the death of the member while on leave; in cases of illness or injury, the obligation will be deferred until the member can resume his/her employment.

Refund of pay received on leave may also be required if the Sabbatical Leave

Committee judges that the member failed to complete the program of professional improvement, unless such failure was beyond the control of the member.

If the person terminates service before the end of the one (1) year minimum, a salary refund to the Board will be due proportional to the amount of service not actually rendered.

2. PARENTAL LEAVE

Each staff member shall be entitled to two (2) leaves under the following provisions; however, each leave shall not extend beyond two (2) years:

a. Use of Sick Leave – Any staff member may use Sick Leave or advancements thereof for absence due to disability caused or contributed to by pregnancy, pregnancy interruption, childbirth, and recovery there from thereafter collectively referred to as "pregnancy". Unless additional time is certified by a physician, this period of disability shall not exceed 30 days of the current school year.

b. Parental Leave (pregnancy and adoption) – Parental Leave may be used in lieu of Sick Leave or after the period of disability as verified in writing by the employee's physician. A staff member who is pregnant or adopting a child (less than four (4) years old on or before September 30 of the year of the request) may request, and shall be entitled to, a leave of absence without pay for parental or child care reasons to begin any time during pregnancy for up to four (4) semesters after the child is born. In the case of adoption of a child of any age, a member is entitled to up to twenty (20) days of the employee's accumulated sick leave to obtain custody and care for the child and four (4) semesters unpaid for childcare leave**.** Written notification to the superintendent must be made no later than July 10 for the fall semester and no later than January 1 for the spring semester.

c. In an emergency situation, an employee may cancel their request for parental leave with the superintendent's approval.

3. UNPAID STUDY LEAVE

a. A leave of absence for professional study for one (1) year without pay may be granted to a bargaining unit member who has taught in the District at least four (4) years.

b. The plan for this professional study is subject to the approval of the Superintendent or a designee; upon approval of the plan for the professional study, the Superintendent shall recommend to the Board that the one (1) year Study Leave be approved.

C. BENEFIT RIGHTS

1. Insurance and Retirement

   Any staff member on an approved Unpaid/Partial-Paid Leave shall be entitled to request in writing to the Treasurer and receive the right to be covered by any or all insurances selected by the staff member, provided the staff member pays to the Board Treasurer in advance each month the full amount of the monthly group plan premium rate for such selected coverage(s). Any overpayment of premium shall be refunded to the staff member upon termination of leave.

2. Reinstatement

   At the expiration of an unpaid leave, the employee shall be assigned to the same or similar position as he/she held immediately prior to leave, by forwarding a request with intent to return to the Superintendent on or before November 1, if he/she is returning the beginning of the second semester; or on or before March 1, if he/she is returning the following school year.

3. Application

   An All-Purpose Leave Request Form (Appendix A) shall be completed for each leave. The form shall be submitted to the Principal at which time any and all deadlines commence. A copy of an approved or denied paid leave (also unpaid leaves not requiring Board action will be returned to the employee within five (5) workdays of the immediately succeeding Board meeting. Employees wanting to know the status of their application prior to five (5) days may call the Board Office.

D. INCENTIVE FOR ATTENDANCE

1. As an incentive for attendance, staff shall be given a monetary award as follows:

   a. For perfect attendance, with no time missed for either Sick Leave or Personal Leave, for a nine (9) week grading period, the employee shall be awarded One Hundred Dollars ($100) for the first, second and third grading periods and One Hundred Fifty Dollars ($150) for the fourth nine (9) week grading period.

   b. The attendance incentive will be payable quarterly following each nine (9) week grading period.

2. A pilot program attendance incentive will be established for the 2026-2027 school year only, in place of the attendance incentive for D.1. above to pay employees a monetary award as follows:

   a. An employee will be eligible to receive up to $1,000 ($30 per week for up to 38 weeks not to exceed $1,000) for the school year with no time missed for either Sick Leave or Personal Leave. Any sick day or personal day used in one week will disqualify the employee for the attendance incentive for that week.

b. Any money to be paid from this incentive will be paid in their bi-weekly paycheck (or bi-monthly if 24 pays).

c. This pilot program shall automatically expire at the end of the 2026-2027 school year, unless agreed by the parties to be continued. If not continued and no new incentive is agreed upon, the attendance incentive set forth in D.1. shall be in effect.

d. A week for purposes of this pilot program is defined as any four (4) day period Monday through Friday in which teachers are in attendance.

ARTICLE 4. TRANSFER AND ASSIGNMENT

A. The Superintendent shall assign teachers to positions based on the best interests of the students enrolled in the District. In assigning, reassigning, or transferring a teacher, whether voluntary or involuntary on the part of the teacher, the Superintendent shall not use seniority or continuing contract status as the primary factor in determining the teacher's assignment.

B. INVOLUNTARY TRANSFER/REASSIGNMENT

1. Definition: An involuntary transfer is the reassignment of an employee from one building to another or from one grade or subject to another, initiated by the Administration for one of the following reasons:

   - Decline in student enrollment
   - Determination of a need to adjust educational programming for students
   - Financial reasons
   - Best interests of students

2. The Superintendent shall meet with the Association President to review the proposed reasons for the involuntary transfer. The meeting between the Association President and the Superintendent shall occur at least 10 calendar days prior to the notification to the employee regarding the involuntary transfer. Good faith efforts will be made to limit involuntary transfers to more than two grade levels in either direction from the present assignment. A teacher may not be involuntarily transferred due solely to student performance on standardized tests.

3. If an involuntary transfer is necessary, all employees shall be notified to determine if there is a volunteer for the involuntary transfer. If one volunteers, the Superintendent may consider transferring the volunteer. However, seniority will be considered but will not be used as the primary factor. The Superintendent will consider the number of instances an employee has been involuntarily transferred, when making a decision regarding an involuntary transfer.

4. The administration is required to notify an employee of an involuntary transfer after the school day.

5. If the person is involuntarily transferred to a different subject area, or more than two grade levels at the elementary level (pre K-6), the Board will allocate $1000.00 over the next twenty-four (24) months to be used for education for the employee to enhance his/her skills for the new areas of assignment.

6. When an individual is involuntarily transferred, he/she shall receive up to $500.00 to purchase supplemental materials for the new assignment. This money shall be in addition to what is already allocated to teachers in the grade level/subject area of the new assignment. The building administrator may make suggestions regarding how to spend this money; however, the individual teacher shall have the right to purchase what he/she deems appropriate for the new assignment.

C. VOLUNTARY TRANSFERS/OPENINGS

1. An "opening" shall be defined as the death, retirement, resignation, nonrenewal of a bargaining unit member, or the creation of a new or additional bargaining unit position, which results in a vacancy that the Board intends to fill.

2. All district openings for positions covered by this Agreement shall be posted, including administrative positions.

3. The Superintendent shall notify all staff of any bargaining unit openings that occur, so that current staff can apply.

    a. Postings shall be e-mailed to all bargaining unit members within a five (5) workday period from the date of e-mail for employee response. During the summer, a call will be made to all members in addition to the e-mail.

4. Employee applicants shall be interviewed.

5. Employee applicants, if certified, who apply within the posting period, shall have first consideration over hiring new personnel for bargaining unit positions. Positions shall be filled based upon the following criteria: Appropriate certification, filling all necessary positions (K-12) with certified staff, maintaining all presently employed staff. Seniority (years of service in the District) shall not be the primary factor determining who to transfer. However, if the person with the most seniority is not chosen for the position, he/she will be entitled to a conference with the Superintendent.

6. In the event there are no qualified internal applicants, the Superintendent shall notify the SEA President.

7. Any opening shall not include positions to be filled by personnel returning from a leave, or by personnel affected by a Reduction In Staff. Any opening that becomes vacant after the beginning of the school year shall not be posted until such time as staffing considerations are made for the next school year or until the Board elects to fill the position permanently, whichever occurs first.

D. ASSIGNMENTS

1. Except as outlined in B. and C. above, All employees will be assigned annually by Superintendent.

2. Tentative assignments for the succeeding school year shall be provided on or before the last employee day of the school year to help employees and Administrators in planning. Employees dissatisfied with their teaching assignment shall have the right to a conference with the Principal or the Superintendent, with an SEA representative in attendance if the employee desires. A purpose of the conference is to explain to the employee(s) the reason(s) for the assignment decision.

3. If a teacher is required or assigned to teach an Advanced Placement class and the teacher is not certified by the College Board to teach such a class, the Board shall cover the costs for the teacher to become certified and shall pay the employee Thirty Dollars ($30.00) per hour for the time needed to achieve such certification.

E. CLASSROOM ASSIGNMENTS

When making the assignment of classroom, the Administration will consider the seniority of each employee but it shall not be a primary factor. When making the assignment for Art, Music, Physical Education, Home Economics, Industrial Arts, and/or other lab classes, the Administration will consider the facilities needed to conduct the assignment.

F. CREDIT FLEXIBILITY/CREDIT RECOVERY/ONLINE COURSE

1. With the express and exclusive exception of those students enrolled through the Streetsboro Online School, any on-line, credit flex, independent study, or similar non-traditional form of instruction, class, program, or activity, not otherwise specifically addressed in the Master Agreement, for which a student will receive credit shall be offered to bargaining unit members represented by the SEA as the teacher of record.

2. Bargaining unit members shall be paid a sum of Two Hundred Dollars ($200.00) per student per Course for each full year course and One Hundred Dollars ($100.00) per student per Course for each semester-length course, paid pursuant to a supplemental contract.

3. No bargaining unit member shall be required to accept such a position.

ARTICLE 5. CALENDAR, DAY, AND PREPARATION

A. The school year shall be one hundred eighty-one (181) employee workdays which includes:

1. At the beginning of the school year, there will be two (2) days that will be divided with two (2) one-half (1/2) days for professional development and two (2) one-half (1/2) days as teacher workdays. The SEA may provide input into the professional development that occurs on such days. However, the final decision rests with the Administration. Teacher

teams who are assigned classroom aides to support the students with whom they work shall be provided with sixty (60) minutes of time to collaborate with those aides on one (1) of the two (2) opening days listed above. Such time shall not be deducted from time teachers are provided to work in their own rooms. Further, if additional students who are in need of classroom aide support enroll after the initial meeting, affected teachers shall be provided an additional forty-five (45) consecutive minutes of such time during the third week of school. The teacher(s) and aide(s) will work out how to collaborate on a weekly basis.

2. The last day of the first semester will be a teacher workday equally divided in the same manner, and will be virtual.

3. Records/Close-out will be the last work day of the year.

4. Martin Luther King Day and NEOEA Day shall be non-work days.

5. Three (3) collaboration days which shall be built into the schedule each year. One collaboration day will be virtual.

B. Effective for calendars beginning with the 2017-18 school year, at least five (5) weeks prior to the Board's consideration of a calendar, the Superintendent shall submit to the SEA President two (2) proposed calendars for the next two (2) school years. The SEA President shall have three (3) weeks to solicit input from the SEA general membership and to submit the preferred calendar to the Superintendent at least two (2) weeks prior to the Board's vote. The Calendar Committee shall conduct a vote of the calendar options. The Association President shall be present when the vote is counted. The vote count shall be published by building counts.

The Calendar/Conferencing Committee will be established on an annual basis to recommend a School Calendar to the Board of Education for the next two (2) school years. The Calendar/ Conferencing Committee shall be comprised of: two (2) Board of Education members, four (4) SEA members and designee(s) (Primary, Elementary, Intermediate, Middle School, High School), and the Superintendent, with SSSPA representation if established in the SSSPA contract. Members shall be appointed by the presidents of their constituent groups. Each year half of the Calendar/Conferencing Committee membership will change (rotate). This Calendar/Conferencing Committee will establish ground rules and procedures at the first meeting with the recommendation presented to the Board of Education by February 1. The Calendar/Conferencing Committee will be formed in October (set up ground rules, establish dates and procedures).

C. 1. Once the calendar is adopted, any modification throughout the year shall be discussed with the Association before implementation.

2. The first five (5) calamity days shall not be made up.

3. Instruction will occur during the next six (6) through ten (10) calamity days using asynchronous learning. Asynchronous learning includes but is not limited to:

   a. The Teacher uploading and/or sharing of lesson plans with families;

b. The Teacher monitoring google classroom/email to respond to student questions;

c. Online virtual sessions at the teacher's discretion.

4. Starting on the eleventh (11th) day that school is closed for a calamity, education will be provided using synchronous learning which will involve real time instruction. Such synchronous learning shall meet the following conditions:

a. The teacher and student will interact in real time using Google Classroom during the closure.

b. Student attendance will be monitored and documented through participation in learning opportunities by recording attendance during synchronous learning times. A student must log on, and participate during the identified timeframe. Attendance will be monitored in the same way as during face-to-face learning, through email and phone calls, when a student has an unexcused absence.

c. Quality instruction will be ensured as each student has been issued a district Chromebook and all teachers, including intervention specialists and English Language Learner tutors/teachers have been trained in the use of Google Classroom. Special Education students will have access to intervention specialists via Google Classroom (Google Meet) as will all other students who have specific educational needs.

d. If any of the identified conditions exist to implement an online learning day, the District will send a message through Apptegy (district communication platform) informing all stakeholders that an online learning day has bee scheduled. All teachers, staff and parents have access to Apptegy. The District will also inform news outlets of the decision to implement an online learning day. If possible, online learning days will be announced in advance so there is adequate time to prepare (ensure technology is available, etc.).

e. During the closure students, staff and parents will have access to real-time information through Final Forms, Apptegy, district website and teacher emails. The District will provide Staff and students with information about where to access the internet if unavailable in the home, as well as information about low cost internet providers if the library or school parking lots are not an option.

D. The employee workday shall be seven (7) hours and thirty (30) minutes.

1. Each building has individual, unique needs which must be met based on their schedule and extracurricular activities. A schedule will include 75 minutes per week or equivalent collaboration time during the regularly scheduled work day. When a school week does not include five (5) calendar days, the total time (75 minutes) will be decreased proportionately. Collaboration time will not be used for instruction and will occur within the seven and one-half (7-1/2) hour work day. Teacher collaboration time shall be

teacher-directed and will be tied to the district's educational goals, used for collaboration among teachers and shall include the following topics:

- Work with students as needed
- Grade level issues
- Subject matter
- Co-teaching/interdisciplinary planning
- Cross-assessment
- Special needs collaboration
- One day per week devoted to "wild card" topics
- Safety & security
- Vertical planning
- MTSS
- "5-Step Process"
- Collaboration with classroom aides in accordance with the terms of Article 16.Q of the SSSPA Master Agreement *(See Appendix L)*.
- Work with Instructional Coaches

Notes will be taken of each collaboration session and shared among appropriate staff members and administration.

BLT's will be represented by volunteers of all departments/grade levels on a rotational basis as mutually determined by the administration and the Association.

2. Wraparound time shall be up to 30 minutes per day, divided between the beginning and end of the teacher's workday. At least fifteen (15) continuous minutes of the regular daily wrap-around time shall be unstructured, teacher-directed and duty-free and may be scheduled either before or after the student work day, but within the seven and one-half (7½) hour work day. The Board shall continue to use the remaining time as needed as long as it is not regularly scheduled (daily) as instructional time or for homeroom.

3. Included within the workday shall be a thirty (30) minute uninterrupted, duty free lunch period.

4. Planning time shall be 240 minutes a week. Any planning time beyond the 240 minutes may be used at the discretion of the Administrator. In grades pre-K-5, planning time shall consist of a minimum of 40 continuous minutes a day. In grades 6-12, planning time will be one full class period each day. At the high school, planning time shall be a minimum of one full class period per day. These timeframes are not intended to contradict the allowance of 240 minutes of required weekly planning time.

5. Starting and ending times for buildings will be discussed at the May District Labor Management Committee meeting, but the final decision on starting/ending times will be made by the superintendent. If extenuating circumstances arise, an employee may discuss the situation with their immediate supervisor.

6. The Master Schedule Committee in each building shall operate as follows:

a. By December 1 of each year, the SEA president will appoint up to five (5) teachers to serve on the Master Schedule Committee (MSC) in each building except the high school to provide input to the administration of the specific building, as outlined below. By December 1 of each year, the high school Master Schedule Committee will be established to provide input to the administration, as outlined below. The High School Master Schedule Committee may consist of a representative from each core department, special education, Specials 1 & 2 and guidance, at the discretion of SEA. Participation on the committee is voluntary.

b. The MSC in each building shall meet no later the February 1 of each year to discuss any scheduling concerns for the current year and to establish preliminary tentative needs, including numbers of sections and ways to balance student placement numbers for the next school year's schedule.

c. Each building's MSC shall meet at least once following the initial meeting to develop the next year's Master Schedule. Additional meetings shall be scheduled as needed as determined by the MSC. The MSC shall operate in a collaborative manner in its decision-making. However, the Administration reserves the right to make the final decision regarding the Master Schedule.

d. To maximize the quality of the master schedules, each MSC shall seek input from the Building Leadership Team as part of the collaborative process. The representatives from the SEA shall determine the method for seeking input from all affected employees.

e. In each building, the goal of the MSC shall be to develop the tentative Master Schedule and provide it to teachers for the following year as early as practicable, but not later than the last teacher workday. If the goal cannot be met, the Administration shall provide rationale as to why.

E. Staff meetings may not overlap the planning time. Staff meetings shall not exceed a total 90 minutes per month and may be scheduled before or after the teacher school day. Each building may meet the total 90 minutes per month only if the need arises. Regular monthly meetings should not exceed 45 minutes in length. If a meeting is scheduled for a special presentation the time will be limited to 60 minutes. One week prior notice shall be given to all staff members. Only in case of an emergency shall staff meetings exceed 90 total minutes per month. However, staff meetings shall not be scheduled after school on the last workday of the week or after school on the last teacher work day.

F. Employees are expected to attend other meetings involving curriculum, but attendance is at the discretion of the individual. In the Spring of each school year, staff input from each building will be sought to plan and schedule building level functions. Employees are required to attend one (1) open house per school year to be scheduled during the teacher work year. Open house dates shall be set by June 1 for the following school year.

G. Employees may be required to substitute for an absent employee(s) provided that they do not lose personal planning time. Finally, employees who substitute, or who are assigned to accept a class into a Study Hall, shall be compensated as per the rate schedule below:

1. For periods forty to sixty (40-60) minutes in length, Thirty Dollars ($30.00) per period.

2. For periods thirty-nine (39) or less minutes in length, Twenty-Two Dollars ($22.00) per period.

3. If classes are split or there is more than one (1) employee assigned to a particular class, the amount shown in Item 1, 2, or 3, above, will be equally split.

4. If a pre-K-5 teacher is absent and no substitute is available and coverage cannot be provided through teachers who volunteer to substitute during their planning time, the class without the substitute will be divided equally among the teachers in the grade level. Each such teacher will be paid ten dollars ($10.00) per student per day assigned to that class. All efforts will be made to ensure that students whose teacher is absent and no substitute is available receive their regularly scheduled specialist class. Any time a specials teacher has additional students in a given class period beyond those regularly scheduled, the specials teacher shall be paid at a rate of Two Dollars ($2.00) per student.

5. Building Administrations shall arrange class coverage and preauthorize payments. Bargaining unit members shall not be required to arrange said coverage unless mutually agreed.

6. When two (2) teachers are assigned to provide instruction for one (1) class and one (1) of the teachers is absent, the other teacher shall be paid at the above scheduled rate if no substitute is hired.

H. Any staff required to travel between buildings for assignments shall be provided twenty (20) minutes travel time.

I. In an effort to reduce the use of substitutes, the Superintendent or designee may schedule intra-district meetings after the regular school day. Bargaining unit members who attend intra-district meetings after the regular school day shall be paid Thirty Dollars ($30.00**)** per hour.

J. High school teachers who attend high school graduation shall be permitted to leave after half the day on the final teacher work day. Teachers at the elementary, intermediate and middle school will be permitted to leave after half the day on the final teacher work day if they attend an after school event at their building. Building BLMCs will present a recommendation to the Superintendent regarding what qualifies as an event. Recommendation shall be provided for approval by October 1 of each year.

K. The Building Labor Management Committee (BLMC) shall meet monthly to identify and resolve building level issues. Unless the parties mutually agree to add items, agendas must be submitted at least three (3) school days in advance and topics will be limited to items on the agenda. The parties agree that to maximize the potential for collaborative problem-solving, each BLMC shall receive training from the FMCS on the problem-solving/LMC process. Training shall occur each year except where the Superintendent and Association President mutually agree such training is not necessary. Such training may be held jointly with the DLMC and/or the BLMCs from other buildings. Each BLMC agrees to commit to following the process

and submitting the types of issues established in the ground rules as outlined in the FMCS training.

ARTICLE 6. REDUCTION IN STAFF

A. CAUSE (S)

When, by reason of decreased enrollment of pupils, financial reasons, return to duty of regular teachers after leaves of absence, changing course offerings and selections, or by reason of suspension of schools or territorial changes affecting the District, the Board decides that it will be necessary to reduce the number of employees, it may, within policies governing the Streetsboro City School District, make a reasonable reduction.

B. ATTRITION

The number of persons affected by a Reduction In Staff will be kept to a minimum by not employing replacements for employees who die, retire, or resign, or whose limited contracts are not renewed. The employment of replacements for some positions may be necessary in the event that employees in the system do not possess the necessary certification.

C. NOTIFICATION

At least thirty (30) days prior to Board action, the Superintendent shall give written notice to the Association, through its President, of his/her intent to recommend a Reduction In Staff (RIS) to the Board. Such notice shall contain the reason(s) for the RIS and the positions and individuals to be affected. Further, the Superintendent shall meet with the Association President and one (1) additional Association officer to explore alternative ways to deal with the situation at least twenty (20) days prior to the Board's action.

D. SUSPENSION OF CONTRACTS

Reductions under this procedure, when unavoidable, will be effectuated at the beginning of the following school year and shall be accomplished through the suspension of an employee's contract. Written notice will be given on or before June 1.

E. ORDER OF REDUCTION

1. Bargaining unit members shall be included on the List in all their respective areas of certification.

2. The Board shall proceed to suspend contracts in accordance with the recommendation of the Superintendent, who shall, within each teaching field affected, give preference to teachers on continuing contracts. The Board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations.

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

(1) Certification/Licensure within the affected teaching field.

(2) Comparable evaluations as defined in this Agreement.

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

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

(1) Certification/Licensure within the affected teaching field.

(2) Comparable evaluations as defined in this Agreement.

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

3. On a case-by-case basis, in lieu of suspending a contract in whole, the Board may suspend a contract in part, under the provisions of Section E.2. above, so that an individual is required to work a percentage of the time the employee otherwise is required to work under the contract and receives a commensurate percentage of the full compensation the employee otherwise would receive under the contract. An employee whose contract is suspended in part may displace an employee in accordance with G. 2. below. If an employee does not displace another employee, then the employee will be placed on the RIS list for that portion of the employee's duties that were reduced. If an employee is reduced in part, the employee may continue on the District's health insurance on a pro rata basis. Reduction in force will not be used to create two (2) part time teachers to replace one (1) full time teacher.

4. A bargaining unit member who is teaching in the same certification area as a bargaining unit member who is slated for a reduction in force may volunteer for the reduction in force and shall be reduced in force in lieu of the bargaining unit member slated for layoff. Board will not challenge an application for unemployment benefits.

F. COMPARABLE EVALUATIONS

1. Comparable evaluations shall be defined as follows:

For the purpose of defining comparability the rating shall be based on a rolling three (3) year average of the annual Summative Rating for each teacher. Teachers will an average rating of "Accomplished" and "Skilled" shall be comparable to one another; teachers with an average rating of "Developing" shall be deemed comparable to one another, teachers with an average rating of "Ineffective" shall be deemed comparable to one another.

G. PROCEDURE

1. On or before November 1 of each school year, the Superintendent shall provide the bargaining agent with a Seniority List of all employees in the system in their areas of certification. Employees shall be placed on all lists for which they are certified. Employees may not add additional certification in any school year after March 5 for the purpose of being placed on additional lists to avoid RIS.

2. If a bargaining unit member is slated for RIS but is certificated in another/other subjects, s/he may bump into another subject area of a teacher who has a comparable evaluation or a teacher who has an evaluation below that of the bumping teacher. In bumping, s/he shall bump the least senior bargaining unit member in that subject area. If a teacher is certificated in more than one area, s/he shall bump into the area with the least senior bargaining unit member according to evaluation rankings. Non-OTES teachers shall bump the least senior teacher in a subject area in which they are certified or licensed.

3. Seniority shall be determined by the length of continuous service in the District. If two (2) or more employees have the same length of continuous service, then seniority will be determined by:

    a. The date of the Board meeting at which the employee was hired; and then by,

    b. The date on which the employee submitted a completed job application. Length of continuous service will not be interrupted or affected by authorized leaves of absence.

4. Employees selected for RIS shall immediately be placed on a RIS List compiled from the procedure set forth in paragraph F provided for above. Employees released for performance reasons shall not appear on this list.

5. The Board shall notify every affected employee and the Association President of those employees being released and the recall order. As each person is reemployed, the Board shall notify the Association.

6. An employee whose contract was suspended because of staff reduction shall be placed on the Substitute List. Placement on the Substitute List shall not negatively impact on an employee's right to unemployment benefits.

7. Reassignments

    a. If an employee, because of RIS, is assigned to teach in his/her secondary area of certification and there has been no teaching experience in that area for five (5) years, then the employee may obtain six (6) additional hours of course work in the area of reassignment, paid by the Board (Article 21. Tuition Reimbursement/ Reassignment Assistance Fund). The course work shall be completed within the fifteen (15) month period beginning with the notification of reassignment.

    b. Should an employee be determined through the appraisal process to require the

course work, such need shall be reflected on the Appraisal Form with the notation if said employee fails to take such course work.

H. RECALL

1. Any employee unemployed as a result of staff reduction shall be recalled in reverse order of being released, provided the employee is certified.

2. While there are previous employees of the District who are unemployed as a result of reduction in staff and who possess the proper certification to fill any vacancy which may arise, no new employees shall be hired. If there is a vacancy within the certification of a previous employee, that person will be given consideration and the opportunity for a conference before any reassignments or transfers to that vacancy.

3. The Board shall give written notice of recall by registered or certified letter to the employee at his/her last known address. It shall be the responsibility of each teacher to notify the Treasurer of the Board of any change in address.

4. Within ten (10) workdays of the returned certificate of receipt of offer to return to employment, the employee shall accept the position by replying in writing or by telephone, or it shall be determined that he/she has declined the position. No new staff member shall be hired until all staff on leave who are certified have been offered an opportunity in writing to return to active employment in accordance with this Article. It is the employee's responsibility to keep his/her address current with the Treasurer's Office.

5. Employees returning to employment after a RIS shall resume their previous contract status, seniority, salary, and fringe benefits.

6. If an employee declines an offer to return, or does not answer a request to return, or who has been under suspended contract for thirty-six (36) months, said employee shall be removed from the Recall List and the Board shall have no further obligation to that employee.

ARTICLE 7. POLICY AND RULES

A. Official and current Board policies are posted on the District website.

B. The Association President shall be given one (1) copy of any proposed change in Board Policy affecting members of the bargaining unit at least three (3) days prior to Board action.

ARTICLE 8. PARENT-EMPLOYEE CONFERENCES/ GRADING PERIODS AND INTERIM REPORTS

A. PARENT-EMPLOYEE CONFERENCES

1. Conferences shall be scheduled for the equivalent of up to two (2) school days per year.

2. Dates, times, and format of said conferences shall be established annually by the Board upon recommendation of the Grading and Calendar/Conferencing Committee.

   a. The Calendar/Conferencing Committee shall be chaired by the Superintendent or his/her designee. The Committee shall have equal representation from the Elementary and Secondary staff appointed by the SEA President or his/her designee.

3. Appropriate procedures for scheduling conferences shall be mutually determined by the staff and the Building Administrator.

B. GRADING PERIODS AND INTERIM PROGRESS REPORTS

1. The grading periods shall be nine (9) weeks for Kindergarten through Grade 12.

2. The Home Access Center ("HAC") shall be used to report student progress to parents between report cards.

3. Employees shall notify parents by phone, e-mail, or other means if a student is failing at the midpoint of each grading period.

C. CLASSROOM VISITATIONS

If a parent/guardian expresses interest in visiting the classroom of a son or daughter, the parent/guardian will make this request with the Building Principal at least twenty-four (24) hours prior to an intended visitation. The parent/guardian will indicate the purpose of the visit. Visits will be arranged at a mutually convenient time and date.

ARTICLE 9. TEACHER EVALUATION

The Board and Association acknowledge that the overarching purposes of the Ohio Teacher Evaluation System 2.0 is to serve as a tool to advance the professional development of teachers, to inform instruction and to assist teachers and administrators in identifying and developing best educational practices in order to provide the greatest opportunity for student learning and achievement.

The evaluation procedure contained in this agreement shall not be used in any decision concerning the retention or removal of any teacher until two evaluations are completed. If a teacher is involuntarily moved to another content area or grade level, this agreement shall not be used in any decision concerning the retention or removal of any teacher.

If the Ohio Legislature or the Ohio State Board of Education decides that the OTES 2.0 Framework will no longer be used, both parties will continue to use OTES 2.0 Framework unless prohibited or proscribed by law. Any recommended changes to procedure will be

subject to ratification by the parties.

A. The following sections of this article pertain to all eligible Bargaining Unit Members. No employee because of the evaluation process shall be reduced in rank or compensation, suspended, demoted, terminated, or non- renewed without just cause. Just cause shall be defined as willful or blatant or persistent violations of written Ohio administrative and/or Revised Code regulations, and evaluation procedures, established Board policy, this Contract, or failure to correct deficiencies as documented through the evaluation process. Just cause, as it is used for nonrenewal will not be applicable until an employee has completed three (3) years at Streetsboro. For teachers hired prior to July 1, 2008, the just cause provision shall be two years.

B. **REPRESENTATION**

For meetings concerning this evaluation process with the Administration, the employee shall be permitted to have an Association representative in attendance.

C. The employee has a right to question and/or disagree with the outcome of the evaluation process. The employee may rebut the contents and provide additional evidence for inclusion within the final holistic rating report at both the local and state levels.

D. It is the intention of the parties that the provisions of this Article shall supersede all provisions of Ohio Revised Code 3319.11 and 3319.111.

ARTICLE 9A. OTES 2.0 TEACHER EVALUATION

E. APPLICATION

This procedure applies to any person employed under a teacher's license or a professional or permanent teacher's certificate issued under ORC 3319.22, 3319.26, 3319.222 or 3319.226 or a permit issued under O.R.C. 3319.301, and who spends at least fifty percent (50%) of his or her time providing content-related student instruction.

F. NOTIFICATION OF EVALUATOR

Not later than September 15 of each year, or in the case of a new teacher, within thirty (30) days of the first day worked, each teacher shall be notified in writing of the name and position of their credentialed evaluator, the evaluation procedure and forms required to be used. All forms used in the evaluation procedure shall be forms developed by the Ohio Department of Education for OTES 2.0 and the Ohio School Counselor Evaluation System in effect as of July 1, 2021. Any necessary form pursuant to this procedure not developed by the ODE shall be negotiated by the parties.

G. TRAINING

1. Training on the OTES 2.0 framework will be provided, at Board expense, for all eligible teachers prior to any implementation. The training team should consist of both teachers and administrators. Any new staff hired before the start of a school year will receive training before the school year. Anyone hired after the start of the school year will receive training before their evaluation cycle begins.

2. Evaluators

   a. All evaluators must successfully complete and maintain the state mandated credentialing training.

   b. The person responsible for evaluating an individual is the building administrator (principal or assistant principals) or a teacher's immediate supervisor employed as a full-time administrator by the district and holding the licenses set forth in O.R.C. §3319.01 or 02. The Director of Special Services may evaluate intervention specialists and the Director of Curriculum or Assistant Superintendent may evaluate, as needed as long as they meet the licensure and credentialing requirements set forth in law. Teachers whose evaluation rating is "Accomplished" shall have the right to choose their evaluator.

   c. If an employee has more than one eligible supervisor, preference will be given to where the employee does the majority of their instructional work, but only one (1) supervisor shall be designated as the evaluating supervisor.

   d. Copies of all documents to be used for OTES 2.0 Framework are found in Appendix B and will be designated as required and/or optional based upon this agreement.

   e. All evaluation processes and rubrics shall be based on the OTES 2.0 Framework, requirements in law and subject to ratification by both parties

   f. SEA members shall not serve as evaluators.

H. DEFINITION OF OBSERVATION AND EVALUATION CYCLE

1. A full evaluation cycle shall consist of more than one informal observation/walkthrough~~s~~, two pre-observation meetings, two formal observations of thirty consecutive minutes each, two post-observation meetings and one final holistic evaluation meeting.

2. A less frequent ("off cycle") evaluation cycle shall consist of one observation, and one post observation meeting (which will include a discussion of the teacher's progress of their Professional Growth Plan). The one (1) observation in an off-cycle evaluation may be conducted for up to thirty (30) minutes and the walkthrough form

shall be used for documentation. This less frequent cycle will be noted in the OTES 2.0 platform, but no other evaluation ratings or supporting documents will be included.

3. Teacher Performance:

   a. A teacher's performance shall be holistically assessed based on aligned evidence to the criteria set forth in the OTES 2.0 Teacher Performance Evaluation Rubric found in Appendix B-5 and B-6 of this Agreement.

   b. No teacher shall be evaluated on his or her work performance except after fair, reasonable, and objective observation of the employee's performance will be based upon evidence aligned to the Standards for the Teaching Profession and with full knowledge of the teacher.

   c. Additionally, walkthroughs that are deemed a part of this evaluation process must be conducted in accordance with the definition/process set forth in this Article/Section.

   d. The final written report and conference shall occur no later than May 10.

   e. Teachers who submit an official notice of retirement and that notice is accepted by the Board on or before December 1st of the school year in which the teacher's evaluation is otherwise scheduled to be conducted will not be subject to an evaluation cycle.

   f. Teachers who will be on leave for fifty percent or more of the school year, as calculated by the Board, will not be subject to an evaluation cycle.

   g. The Board may elect not to conduct an evaluation cycle of a teacher who is participating in the teacher residency program established under R.C. 3319.223 for the year during which that teacher takes the summative assessment prescribed by the state board of education for resident educators.

   h. Teachers having evidenced a rating of "accomplished" will be evaluated every three (3) years, so long as the teacher submits a self-directed professional growth plan to the evaluator and the evaluator determines, in consultation with the teacher, that the teacher is making progress on that plan. The professional growth plan will focus on the most recent evaluations and observations. During such "off years" such teachers shall receive a less frequent evaluation cycle as defined above that focuses on specific areas identified in the observations and evaluation, and the evaluator determines that the teacher is making progress on the plan.

   i. Teachers who are rated "skilled" will be evaluated every two (2) years, so long as the teachers and evaluator jointly develop a professional growth plan for the teacher that focuses on the most recent evaluation and the evaluator

determines, in consultation with the teacher, that the teacher is making progress on that plan.

j. If the Board enters into a limited contract or extended limited contract with the teacher pursuant to section 3319.11 of the Revised Code, the Board shall perform a minimum of three formal observations during the evaluation cycle in any school year in which the Board may wish to declare its intention not to re-employ the teacher pursuant to Ohio Law and the terms of this Agreement.

k. All teachers new to the district will be fully evaluated in the first two years of employment regardless of rating. Teachers newly employed in the district who are not under consideration for non-renewal, shall be observed at least two (2) times in the school year for the first two (2) years of their employment regardless of rating.

I. OBSERVATIONS

1. Schedule of Observations

a. The date and time of all OTES 2.0 observation(s) will be discussed by both parties. The teacher will choose the class period for one observation and the administration will choose the class period for the second and/or third, if applicable.

b. Two (2) formal observations of 30 consecutive minutes each shall be conducted. One shall occur during the first semester, and one shall occur during the second semester, but by May 1. When a third or additional observation is conducted, it can occur at any time during the school year, but not later than May 1. A formal observation shall last a minimum of thirty (30) continuous minutes. There shall be at least fifteen (15) school days between formal observations, unless the evaluator and person being evaluated mutually agree in writing to waive the fifteen (15) school day timeline.

c. If after the second formal observation a teacher who is employed under a limited contract and whose performance is found deficient to the extent that adverse personnel action may result, additional observations may be conducted.

d. No observations shall occur the school day before or after a scheduled school recess, unless agreed upon in writing between the two parties.

2. Pre-Observation Meeting

Once the observation date and time are set, a pre-conference will be held for each observation not less than one (1) day, but no more than three (3) days prior to the observation in order for the teacher to explain plans and objectives for the lesson. No pre-conference forms or written questions shall be required. Teachers shall be permitted to provide additional evidence related to the rubric at this meeting. The

conversation shall be the Pre-Conference Sample Questions, found in Appendix B-4.

3. Observation of Teacher Performance

   All monitoring or observation of the performance of the teacher during the observation process shall be scripted by the evaluator and conducted with the teacher's knowledge. No devices shall be used to make an audio or video recording.

J. POST OBSERVATION CONFERENCE AND REPORT

1. A post conference will be held with the teacher after each observation. The conference shall be conducted within eight (8) working days of the observation, unless the administrator or teacher is absent, or another time is mutually agreed to by parties.

2. The evaluator shall complete a copy of the OTES 2.0 Evaluation Rubric found in Appendix B-6, using evidence collected for each observation performed. The teacher will receive a copy of the form as completed by the evaluator at least 24 hours prior to the post conference. This document shall be updated to reflect the post-conference conversation and evidence, as needed. Teachers shall be permitted to provide additional evidence related to the rubric.

3. The evaluator shall prepare a draft copy of the OTES Evaluator Post-Conference Plan, found in Appendix B-9, in preparation for the post-conference. This document will be considered fluid until the end of the post-conference. The final version of the OTES Evaluator Post-Conference Plan shall reflect the post-conference conversation.

4. The OTES Evaluator Post-Conference plan will contain an area for teacher comments. Teachers shall have five (5) working days to return the signed document to the evaluator. Said signature does not indicate agreement but instead receipt of the form.

K. WALKTHROUGHS / INFORMAL OBSERVATIONS

1. Walkthroughs used for OTES 2.0 evaluation purposes are conducted as follows:

   a. The walkthrough shall be less than fifteen (15) consecutive minutes in duration. There will be a maximum of six (6) walk-throughs per full evaluation cycle.

   b. The same walkthrough templates shall be used in each building. The Walkthrough Form can be found in Appendix B-10.

   c. Evidence from a walkthrough may be collected electronically. No audio or video recordings shall be made. The electronic data becomes a part of evaluation cycle documents and must be maintained per Ohio's record retention law.

d. A copy of the walkthrough data to be used for the evaluation cycle will be provided to the teacher within three (3) days of the walkthrough.

e. The teacher shall have three (3) workdays to make any comments, sign the document, and return it to the assigned evaluator. Signature does not indicate agreement only receipt.

f. Walkthroughs for OTES 2.0 evaluation purposes shall be conducted by the assigned evaluator.

L. FINAL OTES 2.0 WRITTEN EVALUATION REPORT

1. Final holistic ratings result in “Accomplished”, “Skilled”, “Developing”, or “Ineffective.”

2. Evidence aligned to the Standards for the Teaching Profession from observations, conferences and other components of OTES 2.0, will be holistically reviewed with evidence resulting in the final holistic rating. The preliminary final holistic rating will be provided to the teacher for review by May 1.

3. A conference shall be held between the teacher and the evaluator to complete the Final Holistic Rating no later than May 10th.

M. FINAL OTES 2.0 WRITTEN EVALUATION REPORT CONTENTS

1. The evaluator shall note all the standards-based evidence used in the final OTES 2.0 Written evaluation.

2. Should the report contain improvements needed, they shall be specific, measurable, and include specific assistance teacher will be given by administrator and a clear timeline for making the desired improvements.

3. The teacher may provide additional evidence for consideration to the evaluator within ten (10) working days and is entitled to a second conference with the evaluator. Any additional information will become part of the Final OTES 2.0 Written Evaluation Report.

4. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher to verify notification to the teacher that the report will be placed on file, but the teacher’s signature should not be construed as evidence that the teacher agrees with the contents or process which lead to the creation of the evaluation report.

5. The teacher has the right to make an evidence-based written response to the evaluator and to have it attached to the evaluation report which is placed in the personnel file. A copy of the response shall be signed by both parties acknowledging receipt and shall be given to the teacher. Said written response shall be attached to the evaluation record in the teacher’s personnel file.

6. Final Holistic Rating (Effectiveness Rating) – The Superintendent shall annually file a report to the Department of Education only utilizing OhioES "Option 3" or whichever method fulfills the minimal amount of data as set forth in this contract and the minimum required under state law. The parties agree that should the ODE remove Option 3 from the OhioES choice options or require another means of reporting, they will meet to negotiate this issue**.**

N. IMPROVEMENT PLAN

Teachers with a Final Holistic Evaluation rating of "Ineffective" will develop an improvement plan with their credentialed evaluator. Any teacher on an improvement plan shall have three (3) observations.

1. Definitions:

   a. Improvement Plan is a clearly articulated assistance program for a teacher with a final Holistic rating of "ineffective."

   b. Timeline: Improvement plans begin following the Final Holistic Evaluation Rating in May, and continue through the entirety of the following school year until the Final Holistic Evaluation Rating in that school year.

   c. Assistance: The evaluator is responsible for providing assistance to the teacher in correcting evidenced and identified areas for improvement.

2. Improvement Plan:

   a. The evaluator, together with the teacher, will formulate the improvement plan. The teacher may have representation at all meetings with the evaluator. The Improvement Plan form can be found in Appendix B-3.

   b. The improvement plan, as outlined in this document, details:

      (1) Rubric-specific performance level expectations, aligned high quality resources, and a timeline for assistance to be provided.

      (2) The district will provide for the allocation of financial resources to support professional development and improvement.

   c. The Improvement Plan shall be developed no later than May 20th. By written agreement of both parties, modifications to the content of the Improvement Plan may be considered within the first twenty (20) school days of the following school year.

   d. The Improvement Plan Evaluation form can be found in Appendix B-2 and shall be completed no later than May 10th of the following school year.

O. EXTENDED LIMITED CONTRACT TEACHERS BEING CONSIDERED FOR NON-RENEWAL

1. A minimum of three (3) formal observations of each teacher who is under consideration for non-renewal or who is working under an extended limited contract shall be performed according to the guidelines set forth in this provision.

2. The Board of Education shall notify any teacher being considered for non-renewal for the next school year in writing by May 10.

P. PROFESSIONAL GROWTH PLAN

1. Annual Professional growth plans shall be due before the last teacher work day of the school year and shall be developed as follows:

   a. Teachers with a Final Holistic Rating of Accomplished will develop a self-directed professional growth plan and may choose their credentialed evaluator for the next evaluation cycle. (Appendix B-5).

   b. Teachers with a Final Holistic Rating of Skilled will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the next evaluation cycle. (Appendix B-5)

   c. Teachers with a Final holistic Rating of Developing will develop a professional growth plan guided by their credentialed evaluator.

2. Professional growth plans may be modified during the first twenty (20) school days of the following school year.

3. The Board shall provide for professional development to accelerate and continue teacher growth. Such funds shall be separate from the funds designated in Article 21 of the Negotiated Agreement.

4. All professional growth plans shall align to any District or building improvement plan required for the District or building under the “Elementary and Secondary Education Act of 1965,” as amended by the “Every Student Succeeds Act of 2015.”

Q. HIGH QUALITY STUDENT DATA

At least two (2) measures of high quality student data will be used to provide evidence of student learning attributable to the teacher being evaluated. When applicable to the level or subject area taught by the teacher, high quality student data shall include the value-added progress dimension established under R.C. 3302.021, but the teacher or evaluator shall use at least one (1) other measure of high quality student data to demonstrate student learning.

In accordance with ORC 3319.111 and 3319.112 high quality student data may be used as evidence in any component of the evaluation related to the following:

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

2. The teacher's use of differentiated instructional practices based on the needs or abilities of individual students;

3. Assessment of student learning;

4. The teacher's use of assessment data;

5. Professional responsibility and growth.

Shared attribution of student performance data among all teachers in the District, or by building, grade, content area, or other group, is prohibited. The use of student learning objectives is prohibited.

The Association and Board agree to maintain a Standing Joint Committee for Evaluation for the purpose of developing and recommending revisions to the District's Standards-Based Teacher and School Counselor Evaluation Systems, reviewing and approving HQSD tools and providing professional development in the area of HQSD. This committee will:

a. Be comprised of no more than five (5) Association members appointed by the Association President and no more than five (5) members appointed by the Superintendent. Committee members will be representative of different grade level bands and content areas.

b. Receive training on OTES 2.0 when updates or changes by the ODE occur.

c. Shall not have the authority to negotiate wages, hours, or terms and conditions of employment.

d. Review HQSD tools, provide input and feedback concerning the selection and use of teacher/grade level submitted HQSD that will be used to guide instructional decisions and meet student learning needs using the following criteria:

    (1) Align to learning standards;
    (2) Measure what is intended to be measured;
    (3) Be attributable to a specific teacher for course(s) and grade level(s) taught;
    (4) Demonstrate evidence of student learning (achievement and/or growth);
    (5) Follow protocols for administration and scoring;
    (6) Provide trustworthy results; and,
    (7) Do not offend and are not driven by bias.

e. Meet a minimum of three times each year. (September, December and May) to review teacher created HQSD tools. The ODE HQSD Feedback Form (Appendix B) will be provided to teachers to review with their building administrator / evaluator. Additional meetings can be scheduled by the committee members should the need arise.

Neither high quality student data nor any other student academic growth measures shall be used to measure student learning attributable to a teacher for the 2021-2022 school years.

Beginning with the 2022-23 school year, HQSD data will be used in determining teacher final ratings as prescribed in the OTES 2.0 Rubric.

R. SCHOOL COUNSELOR EVALUATIONS

School Counselors shall use the evaluation forms found in Appendix B which shall conform to the Ohio School Counselor Evaluation System. However, all processes and procedures of the evaluation of School Counselors in the district shall be in accordance with the procedures of Article 9-A for OTES teachers**.**

ARTICLE 9B. NON-OTES EMPLOYEE EVALUATION

A. APPLICATION

This procedure applies to any bargaining unit member who does not spend at least fifty percent (50%) of his or her time proving content-related student instruction.

B. Not later than September 15 of each year, or in the case of a new bargaining unit member, within thirty (30) days of the first day worked, each employee shall be notified in writing of the name and position of the evaluator, the evaluation procedure, and forms to be used.

C. TRAINING

1. Training on the evaluation framework and system will be provided, at Board expense, for all such employees prior to the implementation of the evaluation framework. The training team should consist of both affected employees and evaluators. Any new staff hired before the start of a school year will receive training before the school year. Anyone hired after the start of the school year will receive training before the evaluation cycle begins.

2. Evaluators

a. All evaluators will hold an administrative license in education.

b. The person responsible for assessing a person's performance is the building administrator (principal or assistant principal) or an employee's immediate supervisor employed as a full-time administrator by the district and holding the licenses set forth in O.R.C. §3319.01 or 02. The Director of Pupil Services, Assistant Superintendent and the Director of Curriculum may evaluate, as needed.

c. If an employee has more than one supervisor, one supervisor shall be

designated as the evaluating supervisor.

d. All evaluation documents and rubrics used for those documents will be based on this contract. Copies of all documents to be used for teacher evaluation are found in Appendix B.

e. SEA members shall not be evaluators.

D. DEFINITION OF OBSERVATION AND EVALUATION CYCLE

1. An Evaluation shall be based on the employee's performance. The evaluation of performance shall consist of two pre-observation meetings, two observations, two post-observation meetings and one (1) summary evaluation meeting. School counselors will also have two (2) informal observations. No bargaining unit member shall be evaluated more than once per school year.

2. Employee Performance

a. An employee's performance shall be assessed based on criteria set forth in the appropriate Non-OTES Employee Performance Evaluation Rubric found in this Agreement as follows:

- Librarian Appendix B-13
- Psychologist Appendix B-14
- Speech Pathologist Appendix B-15
- Academic Coach Appendix B-16
- Instructional Tech/Curr. Specialist Appendix B-17

E. OBSERVATIONS

1. Schedule of Observations

The date and time of the observation will be discussed by both parties. The employee will choose the time period for one (1) observation and the administration will choose the time period for the second and/or third, if applicable.

Two (2) formal observations shall be conducted to support each performance evaluation, one shall occur during the first semester, and one shall occur during the second semester, but by May 1. When a third or additional observation is conducted, it can occur at any time during the school year, but by May 1. A formal observation shall last a minimum of thirty (30) continuous minutes. There shall be at least fifteen (15) school days between formal observations, unless the evaluator and person being evaluated mutually agree in writing to waive the fifteen (15) school day timeline. If after the second formal observation an employee's performance is found deficient to the extent that adverse personnel action may result, additional observations may be conducted.

No observations shall occur the school day before or after ascheduled school

recess, unless agreed upon in writing between the two (2) parties.

2. Pre-Observation Meeting

Once the observation date and time are set, a pre-conference will be held for each observation between three (3) and one (1) working days prior to the observation in order for the employee to explain plans and objectives for the lesson. No pre-conference form shall be required. The school counselor conversation shall be focused on the Non-OTES Pre-Conference Sample Questions, found in Appendix B-19**.**

3. Observation of Employee Performance

All monitoring or observation of the performance of the employee during the observation process shall be conducted with the employee's knowledge. No devices shall be used to make an audio or video recording.

F. POST OBSERVATION CONFERENCE AND REPORT

1. A conference will be held with the employee after each observation. The conference shall be conducted within eight (8) working days of the observation, unless the administrator or employee is absent or another time is mutually agreed to by parties.

2. The evaluator shall complete a copy of the appropriate Non-OTES Employee Performance Evaluation Rubric found in Appendix B-13 through B-17, summarizing each observation performed. The employee will receive a copy of the form as completed by the evaluator at least 24 hours prior to the post conference. This document shall be updated to reflect the post-conference conversation and evidence, as needed. Employees shall be permitted to provide additional evidence related to the rubric.

3. The evaluator shall prepare a draft copy of the Non-OTES Evaluator Post-Conference Plan, found in Appendix B-20, in preparation for the post-conference. This document will be considered fluid until the end of the post-conference. The final version of the Non-OTES Evaluator Post-Conference Plan shall reflect the post-conference conversation.

4. The Non-OTES Evaluator Post-Conference plan will contain an area for employee comments. Employees shall have five (5) working days to return the signed document to the evaluator.

G. INFORMAL OBSERVATIONS OF SCHOOL COUNSELORS

1. Informal observations of school counselors are conducted as follows:

   a. A maximum of two (2) informal observations of school counselors will take place.

b. Each observation will last no longer than ten (10) minutes.

c. Data for the informal observation may be collected electronically. No audio or video recordings shall be made.

d. A copy of the informal observation data to be used for evaluation will be provided to the teacher within one (1) day of the informal observation. The form is found in Appendix B-21.

e. The counselor shall have one (1) workday to make any comments, sign the document, and return it to the assigned evaluator.

f. Informal observations for evaluative purposes shall be conducted by the assigned evaluator.

H. WRITTEN EVALUATION

1. The summative evaluation will result in an effectiveness rating of “Accomplished”, “Skilled”, “Developing”, or “Ineffective.”

2. The observations and walkthrough evidence will be consolidated into the Non-OTES Final Summative (Overall) Rating found in Appendix B-22. However, the Final Summative Rating found in Appendix B-23 will be used for school counselors. A conference shall be held between the employee and the evaluator to complete the Non-OTES Final Summative Rating no later than May 10.

3. The evaluator shall note all the data used to support the conclusions reached in the formal evaluation report. Should the report contain improvements needed, they shall be specific, measurable, and include specific assistance the employee will begiven by the administrator.

4. The employee may provide additional information to the evaluator within 10 working days for the receipt of the written evaluation and is entitled to a second conference with the evaluator. Any additional information will become part of the summative record.

5. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the employee to verify notification to the employee that the evaluation will be placed on file, but the employee’s signature should not be construed as evidence that the employee agrees with the contents of theevaluation report.

6. The employee has the right to make an evidence-based written response to the evaluator and to have it attached to the evaluation report which is placed in the personnel file. A copy of the response shall be signed by both parties and shall be given to the employee.

I. IMPROVEMENT PLAN

Employees with a Final Summative Evaluation of "Ineffective" will develop an improvement plan with their credentialed evaluator. Any employee on an improvement plan shall have three (3) observations.

1. Definitions

   a. An Improvement Plan is a clearly articulated assistance program for an employee whose performance on key professional indicators has been documented to be ineffective by the evaluator.

   b. Timeline: Improvement plans begin following the Final Summative Evaluation in May, and continue through the entirety of the following school year until the Final Summative Evaluation in that school year.

   c. Assistance: The evaluator is responsible to assist the employee in correcting identified deficiencies.

2. Improvement Plan

   a. The evaluator will formulate the improvement plan. The employee may have representation at all meetings with the evaluator. The Non-OTES Improvement Plan form can be found in Appendix B-24. However, school counselors will use the form found in Appendix B-26. b. The improvement plan, as outlined in this document, details:

      (1) Rubric specific performance expectations, resources and assistance to be provided.

      (2) The district will provide for the allocation of financial resources to support professional development.

   c. The Improvement Plan shall be developed no later than May 20th. By agreement of both parties, modifications to the content of the Improvement Plan may be considered within the first twenty (20) days of the following school year.

   d. The Non-OTES Improvement Plan Evaluation form can be found in Appendix B-25 and shall be completed no later than May 10th of the following school year. The form for school counselors can be found in Appendix B-27 and shall be completed no later than May 10th of the following school year.

J. EXTENDED LIMITED CONTRACT EMPLOYEES BEING CONSIDERED FOR NON-RENEWAL

1. A minimum of three (3) formal observations of each employee who is under consideration for non-renewal or who is working under an extended limited contract

shall be performed according to the guidelines set forth in this provision.

2. The Board of Education shall notify any employee being considered for non-renewal for the next school year in writing by May 10.

K. PROFESSIONAL GROWTH PLAN

1. Professional growth plans shall be due before the last employee workday of the school year and shall be developed as follows:

   a. Employees with a Final Summative Rating of Accomplished will develop a self-directed professional growth plan and may choose their credentialed evaluator for the next evaluation. (See Appendix B-28 for Non OTES Professional Growth Plan and Appendix B-29 for Ohio School Counselor Growth Plan).

   b. Employees with a Final Summative Rating of Skilled ~~or~~ will develop a professional growth plan collaboratively with the credentialed evaluator and will have input on their credentialed evaluator for the evaluation. (See Appendix B-28 for Non-OTES Professional Growth Plan and Appendix B-29 for Ohio School Counselor Growth Plan). c. Employees with a Final Summative Rating of Developing will develop a professional growth plan guided by their credentialed evaluator.

2. Professional growth plans may be modified during the first twenty (20) school days of the following school year.

3. The Board shall provide for professional development to accelerate and continue employee growth. Such funds shall be separate from the funds designated in Article 22 of the Negotiated Agreement.

ARTICLE 10. COOPERATING TEACHER/STUDENT-TEACHER

A. The Streetsboro Education Association offers its full support of a Student-Teachers' Program and will attempt, upon request, to aid in the implementation or in finding solutions to any unanticipated problems connected with this program.

B. Policies established by the cooperating university and approved by the Administration, unless they are in conflict with this Master Agreement, shall be followed in the implementation of the Student-Teaching Program. There shall not be any School District requirement as to how a Cooperating Teacher assigns duties or how much time the Cooperating Teacher must remain in the classroom.

C. No employee shall be asked to serve as a Cooperating Teacher who has not taught in the Streetsboro School System for at least one (1) year and who has not filed a voluntary statement of willingness to serve in such capacity for the current year on the Staff Register Form (S-19). Said forms are given to employees on the first day of school.

D. If there should be a conflict of personalities, the Cooperating Teacher may recommend to the cooperating university that the Student-Teacher be transferred. Such recommendation shall in no way be used in the adverse evaluation of said Cooperating Teacher.

E. If a student-teacher is assigned to a classroom and the bargaining unit member regularly assigned to teach those classes ("cooperating teacher") is absent, the student-teacher may be utilized as a substitute for that absent teacher. No student teacher shall be used as a substitute teacher to cover the duties of any other absent bargaining unit member nor shall the cooperating teacher be assigned to cover other absent bargaining unit members at any time, whether in spot coverage or full day coverage. If the student teacher is required to substitute for the cooperating teacher, they shall be paid in accordance with the Board's regular substitute compensation policies for all such time when acting in the substitute capacity.

F. The Cooperating Teacher shall be paid by the district the amount received less deductions from the college/university for those services rendered outside the regular school day and beyond the duties and responsibilities specified in the teaching contract.

ARTICLE 11. CURRICULUM INPUT

A. Curriculum tasks are necessary during the school year as preliminary work for major curriculum projects to be completed in the summer.

B. The Superintendent or his/her designee shall determine which tasks are major curriculum projects that need concentrated effort in the summer and those which constitute work that can be accomplished during the school year. The Superintendent or his/her designee will be aided in this task by a committee of volunteer employees and Administrators whose function it shall be to investigate the matter and make recommendations.

C. Participation in curriculum study, development, revision, or any other curriculum-related activity shall be voluntary for any member of the bargaining unit during the term of this Contract. Employees who volunteer for summer work will be selected on the basis of their involvement in preliminary work done during the school year. Writing and/or revising of curriculum maps and graded courses of study, if done outside the regular school day, will be compensated at a rate of Three Hundred Dollars ($300.00) or two (2) days of Released Time per full-year course of study, or One Hundred Fifty Dollars ($150.00) or one (1) day of released time for semester course of study, upon prior agreement of the Superintendent and the bargaining unit member.

D. When working on curriculum revision, bargaining unit members will itemize purchases on a priority basis so that if cuts are necessary, the items considered most expendable will be cut first. The Superintendent shall make the final decision on all purchase requests and shall inform the bargaining unit member of his/her decision.

E. All completed major curriculum projects will become the exclusive property of the Board.

F. The Board agrees to continue the procedure and form for dealing with public objections to curricular programs and books within the school system excluding library and media materials.

ARTICLE 12. PARENTAL CONCERN PROCEDURE

A. No rule or procedure as referred to in this Article shall prohibit the members of the bargaining unit from legal representation, Association representation, or other remedy at law. Any appraisal of the employee's performance shall be done by the Principal as provided by Article 9 (Teacher Evaluation/Personnel File Appraisal). This parental complaint procedure does not apply in situations in which State Statute or Administrative Regulations require an investigation.

B. CONCERNS INVOLVING BARGAINING UNIT MEMBERS

1. Informal and/or Oral Avenues

   Communication between parents and the school ideally should be such that most concerns may be resolved through personal conferences at the school level. Various avenues of contact between the employee, pupil, parent, principal, and other appropriate staff personnel shall be pursued before using the formal procedures outlined below. Prior to implementing a plan to resolve a parental concern, the principal will meet with and seek input from the employee.

2. Formal Avenues

   a. If such conferences do not lead to understanding and resolution of the problem(s) involved, a parent may pursue further action by submitting the written concern involving the bargaining unit member to the principal or immediate supervisor. The Superintendent/designee will provide written reason(s) to continue to investigate the matter if a concern is ultimately not submitted or is withdrawn. Once such a determination is made by the Superintendent/designee, or if the Superintendent/designee determines that there is the possibility for discipline, the Parental Concern Procedure will no longer apply, and the procedures set forth in Article 31—Progressive Discipline will be followed.

   b. Within five (5) days of receipt of the written concern that begins the Formal Avenue, the employee, principal or immediate supervisor, and the concerned party shall meet at a mutually convenient time to discuss the concern.

   c. If it is not resolved at that level, it may be appealed in writing to the Superintendent within five (5) days, with a copy of the concern attached. Within five (5) days of receipt of the appeal, the employee, the Superintendent, and the concerned party shall meet to discuss the concern.

   d. If it is still not resolved, it may be appealed in writing to the Board. If a parental concern is appealed to the Board, the Board shall go into Executive Session to hear the concern. The employee and his or her representative(s) shall be given the opportunity to be present and afforded the opportunity to address the concern. Written disposition of the concern shall be forwarded to the employee within ten (10)

days of the Board meeting.

e. The employee and/or his/her representative shall have the opportunity to be present at all formal meetings.

C. GENERAL PROVISIONS

1. Written statements by parents shall be on the Parental Concern Form (Appendix C), should include the problem which has arisen, and shall be signed.

2. The affected employee shall be given a copy of any written concern prior to the matter being discussed with the employee. The employee shall also be given a copy of the written concern, in a timely manner, even if the concern will not be formally addressed with the employee.

3. Investigations may be initiated based upon anonymous concerns. Anonymous concerns not investigated or with no validity shall not be a matter of record.

4. "Days" shall refer to actual working school days, except during the summer recess when "days" shall refer to calendar days exclusive of weekends and holidays.

5. A parental concern must be addressed with the employee in a timely manner.

ARTICLE 13. ASSOCIATION RIGHTS

A. The Association President shall be provided with one (1) copy of the Board meeting agenda and exhibits three (3) days, but no less than 24 hours, prior to each Board meeting. The Association President will receive one (1) copy of the Board meeting minutes when they are sent to the Board. The Association President will notify the Superintendent if said copies are not received in a timely manner.

B. The Association shall have the right to use the District InterSchool Mail Services, district e-mail, mailboxes, and the bulletin boards in each employees' lounge.

C. Duly authorized representatives of the Association and its respective affiliates shall be permitted to transact official Association business on school property at reasonable times, provided that this shall not interfere with or interrupt normal school operations. And provided that any Association business to be transacted with certificated employees during contracted times shall be with the prior notification of the Building Administrator.

D. The Association, or any committee thereof, shall have the right to use school buildings and facilities without charge for professional meetings at times when a custodian is normally on duty. Any request for use of special meeting facilities to conduct Association business shall be directed to the Superintendent for prior approval. When special custodial services for such meetings are required, the Board may make a reasonable charge for such service.

E. The SEA may have the right to use school-owned office equipment and audio-visual equipment

provided that:

1. Such use does not interfere with normal functions of the school.

2. The use is strictly to serve the legitimate business of the Association such as the production of records, notices, or correspondence.

3. The purpose is for internal business use of the Association and not for public distribution.

4. Cost of expendable supplies and repairs for damage caused by misuse of equipment will be charged to the Association.

F. The SEA Building Representatives and/or officers will be permitted to leave their respective buildings at student dismissal time for the purpose of attending the monthly SEA Executive Committee meeting. The SEA President will provide the Superintendent, not later than September 15 of each year, with a calendar of such Executive Committee meetings for the balance of the year and a list of the personnel to be involved in such meetings.

G. On two (2) school days per year, employees at Elementary Schools shall be permitted to leave their respective buildings at the end of the student day for the purpose of attending the SEA general meetings. The SEA President will provide the Superintendent with a written notice of such meetings at least one (1) week in advance except in cases of meetings related to negotiations, or other such emergency matters, where notice shall be given at least one (1) school day in advance.

During one of the in-service days established by the administration, the SEA may meet with their membership for one hour during the portion of the in-service day allotted for the teacher workday. At least five (5) weekdays prior to the in-service day, the Superintendent and SEA president shall meet to schedule the one hour portion.

H. <u>SEA OFFICERS</u>

The Streetsboro Education Association (SEA) President, Vice President, Secretary, Treasurer and any other paid office holders have the option to be paid a stipend by the Board as identified by the SEA. The SEA shall prepay the Board for the cost of the stipends, state/federal taxes and any applicable retirement costs payable to the Ohio STRS. There shall not be any cost to the Board. The stipend will be paid at the end of the annual term of office.

I. The Association shall be provided one-half (1/2) day to meet with new employees at the beginning of the year New Teacher Orientation~~.~~**,** and shall be provided with the dates thereof not less than thirty (30) calendar days prior to the scheduled date(s). It is understood that if there are new employees who have a conflict which prevents them from attending the regularly scheduled New Teacher Orientation, such employees will be provided with the Orientation on another paid day, and the Association shall have its contractual time during this make-up Orientation.

J. The Association shall be provided with the names and contact information for all new hires

within five (5) business days of Board approval of each hire.

ARTICLE 14. TEACHING RIGHTS

A. ACADEMIC FREEDOM

A professional staff should seek to educate people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and it is recognized that these democratic values can be best transmitted in an atmosphere which is free from censorship yet confined within the provisions of Article 9 (Teacher Evaluation/Personnel File Appraisal).

B. TEACHING RIGHTS

It is recognized that employees have received training and are certified as teachers. As such, the employee may determine, in his/her individual professional discretion, the methods of presentation within the course of study guidelines.

ARTICLE 15. EMPLOYEE CONTRACTS

A. INDIVIDUAL CONTRACTS, REGULAR

1. Limited Contracts

   a. Limited employee contracts for non-resident educators currently on multi-year contracts shall be awarded as follows: No more than three (3) one-year limited contracts; and thereafter three-year limited contracts until eligible for a continuing contract, or a multi-year contract would exceed the retirement age as stated in Ohio Revised Code 3307.37. Resident educators who are currently on a multi-year contract shall be awarded three-year limited contracts until eligible for a continuing contract or a multi-year contract would exceed the retirement age as stated in O.R.C. 3307.37.

   b. Limited employee contracts for resident educators not covered by paragraph (a) shall be awarded as follows: One year limited contracts until they pass the RESA; and thereafter three-year limited contracts until eligible for a continuing contract.

   c. Employees currently employed who receive a contract for the next school year and are ineligible for a continuing contract will, at the expiration of their current contract, receive the appropriate contract as determined by their number of years of experience in relation to the number of years stated above.

2. Continuing Contracts

   a. A continuing contract is a contract which shall remain in effect until the employee resigns, elects to retire or is retired pursuant to Ohio Revised Code 3307.37, or until he/she is terminated or suspended, and shall be granted only to employees in

accordance with Ohio law.

b. Further, the Superintendent may recommend reemployment of such employees under a limited contract for not to exceed two (2) more years, provided that written notice of the intention to make such recommendation has been given to the employee, with reasons directed at the professional improvement of the employee, on or before June 1st, and provided that written notice from the Board of its action on the Superintendent's recommendation has been given to the employee on or before June 1st, but upon subsequent reemployment only a continuing contract may be entered into.

c. An employee eligible for continuing contract status employed under an additional limited contract for not to exceed two (2) years pursuant to written notice from the Superintendent of his/her intention to make such recommendation is, at the expiration of such limited contract, deemed reemployed under a continuing contract at the same salary plus any increment granted by the salary schedule, unless the Board, acting on the Superintendent's recommendation as to whether or not the employee should be reemployed, gives such employee written notice of its intention not to reemploy him/her on or before June 1st.

d. When an employee holding a continuing contract in another Ohio District is employed, State law shall be followed in offering a continuing contract after two (2) years of successful teaching in the Streetsboro City Schools.

e. If an employee becomes eligible for a continuing contract during a multi-year limited contract, that employee may request in writing to be considered for a continuing contract but is not automatically entitled to the continuing status. However, the Board may grant a continuing contract prior to the end of a limited multi-year contract, upon recommendation of the Superintendent. The procedure to follow in requesting consideration for continuing contract eligibility during a multi-year contract shall be as follows:

By September 1 of each school year, the Superintendent will notify the Association President of those persons who are potentially eligible for a continuing contract.

Additionally, the employee will submit a written request via hard copy to the Superintendent/designee by September 30 that the employee wishes to be considered for a continuing contract.

By October 15, the Superintendent will provide a notice of confirmation that the affected employee is properly eligible.

If the employee submits a written request prior to September 30 in the school year of attaining eligibility for a continuing contract, the Superintendent shall recommend either acceptance/rejection of the continuing contract at the May meeting following the Board’s actual receiving of the professional certificate. If no continuing contract is issued at this time, the current multi-year contract shall remain in effect. These provisions shall not otherwise affect either party’s rights regarding the teacher's

eligibility for a continuing contract.

This provision supersedes R.C.3319.11 as to the notice requirements set forth within this provision.

f. For employees in the last year of a limited contract who wish to be considered for a continuing contract, the employee must notify the Superintendent's office by September 1 that they are eligible to receive a continuing contract if renewed. If the employee fails to notify the Superintendent's office of eligibility, the Superintendent has the discretion to not recommend the teacher for a continuing contract.

B. INDIVIDUAL CONTRACTS, SUPPLEMENTAL

Supplemental contracts will be issued for assigned supplemental duties. All supplemental contracts (Appendix I) shall be limited contracts and shall be issued prior to the start of the assignment and shall not exceed one (1) contract year. All supplemental contracts shall automatically expire at the end of the supplemental contract.

C. Each limited, continuing, supplemental contract, and Salary Notice Forms are included in this Agreement as Appendices G, H, I, J-1 and J-2.

ARTICLE 16. PERSONNEL FILES

A. A personnel file for each certified employee shall be maintained.

B. An employee shall have the right to review the contents of his/her personnel file upon request in accordance with law. A representative may accompany the employee in this review or the representative may review the file in his/her behalf. This sole personnel file will be stored in one place. Viewing of non-public record portions of the personnel file by a representative shall require authorization of the employee.

C. As per Section B, above, the employee has the right to review any material placed in his/her personnel file.

The employee may attach to the item(s) he/she objects to, a written statement citing what he/she objects to and why. Said attachment shall become a part of the personnel record.

D. All documents included in an employee's file shall be dated and identifiable as to original source, and the employee shall be provided with a copy of the document upon its placement in the personnel file. Employees shall initial and date any document to be placed in the personnel file prior to its placement to acknowledge that it has been shown to the employee. Anonymous materials shall not be placed in any personnel file. Routine documents (e.g., salary notices) emailed to all employees which are normally placed in the personnel file shall be deemed seen by the employee by virtue of the district emailing them for the purposes of this article.

E. An employee may request, and shall receive, one (1) copy of any item(s) in his/her file if it is for the purpose of writing a rebuttal as per Section C, above, or due to disciplinary reasons,

exclusive of confidential letters of recommendation and reference. Additional copies shall be provided at the cost of reproduction.

F. Any document in the personnel file that cannot be documented as to source, accuracy, relevance, completeness, or timeliness, shall be deleted from the file by the Superintendent and no reference shall be made.

G. An employee has the right to request of the Superintendent that any job-related materials be placed in his/her personnel file.

H. It is agreed by the parties that the material contained in a certified staff member's personnel file shall be opened to the public as provided by law.

I. Suspensions may be removed from an employee's personnel file after four (4) years upon written request of the employee. The decision to remove shall be at the Superintendent's discretion. The Superintendent's decision shall be final and shall not be subject to challenge. If a removal request is denied, the reasons for the denial shall be provided to the employee in writing, and the employee can reapply in two (2) years. A removal would be placed in a stale materials file.

J. Written reprimands may be removed from an employee's personnel file after three (3) years upon written request of the employee. The decision to remove shall be at the Superintendent's discretion. The Superintendent's decisions shall be final and shall not be subject to challenge. If a removal request is denied, the reasons for the denial shall be provided to the employee in writing, and the employee can reapply in two (2) years. A removal would be placed in a stale materials file.

ARTICLE 17. CLASS SIZE

A. PUPIL-TEACHER RATIO

1. Individual class size maximum (the number of pupils per teacher) at each grade level shall be:

Grade Level	Maximum Pupils
Pre-K	In accordance with O.R.C./O.A.C.
K - 1	25
2 - 3	26
4 - 5	28

2. Except as otherwise set forth in #4, the daily class average for teachers in grades 7-12 shall not exceed 28 pupils. However, for any individual teacher, the class size differential between the smallest and largest classes of the same prep/course shall not exceed 15. The 15 student differential shall not apply if a new section or class of the same prep/course needs to be added after the beginning of the school year, or if new

students enroll after the school year begins and the student's schedule necessitates it.

3. If grade 6 is self-contained, the maximum number of pupils in a 6th grade class shall be 28. If grade 7 follows a middle school model, the daily class average shall be 28 pupils in Grades 6-12.

4. High School Physical Education classes shall not exceed thirty-five (35) students per class.

5. Instrumental and Choral Music classes shall be exempt from the class size maximums in subsection 2 above, as defined in paragraph 2 above.

6. The Board shall maintain its practice of smaller class sizes for inclusion classes.

7. Within the class size limits set forth above, class size will also be governed by the number of desks, chairs, and textbooks in a classroom.

B. ADJUSTMENTS

When the class size/load reaches the applicable limit, the Board shall immediately initiate steps to make an adjustment utilizing one or more of the options below. The adjustment shall be made as soon as possible.

1. additional staff will be provided; or

2. additional course offerings will be provided; or

3. teacher aides shall be assigned; or

4. scheduling adjustments will be made; or

5. reassignment of teacher(s).

C. STUDENTS WITH SPECIAL NEEDS

1. The Board shall make efforts to achieve equitable distribution of students with Individual Education Plans (IEP's) and 504's.

2. The Board shall provide aides for special education classes as appropriate and students with special needs as set forth in the IEP developed by the IEP Team.

3. Teachers should be provided assistance in classes with students with special needs.

4. Based on an ad hoc collaborative team of the affected teacher(s), the building Administration, and an SEA representative, the Board may provide additional support. Any collaborative agreement will be recommended to the IEP team for the individual student. The IEP team will make the final decision.

5. To best support the needs of students, building administration will schedule a meeting with intervention specialists regarding the optimal distribution and assignment of aides who are assigned at the grade level. The final decision regarding distribution and assignment of aides shall be left to the Administration. If there are any additional IEPs or 504 plans during the school year, affected employees may meet with the building administration to discuss their concerns.

ARTICLE 18. WORKING CONDITIONS

A. There shall be at least one (1) staff room area (lounge, workroom, or combination lounge/ workroom) in each building. This area will continue to be equipped with chairs, tables, and a refrigerator. There also shall be provided in each building for staff use at least a paper cutter. Preparation of teaching material for use by the children has the most priority at all times. This equipment shall be easily accessible to the staff, and may be located in the staff room area if space is available. Employees recognize that, on infrequent occasions, some equipment may be out for repairs. A photocopy machine will be placed in each building. Rules and regulations on the use and extent of use shall be determined by the Administration.

B. Employees shall be permitted to make local calls of short duration provided such does not interfere with scheduled activities of employees. Employees shall have access to unused telephone lines which are located in offices, workrooms, or other such private areas provided the use does not interfere with the employee regularly assigned to that phone.

C. The Administration will strive to provide a lockable area in or close to the employee's classroom for storing of personal belongings, tests, etc.

D. Each employee shall be provided a key to each assigned classroom(s) they must use during the school year.

E. Employees may be given keys for access to the building for good and sufficient reasons. Keys may be obtained from the Building Principal. Said employees assume responsibility for building security.

F. Employees will be responsible for maintaining grade documentation, lesson plan books and

staff handbooks during the school year. Evidence to substantiate a final grade, and staff handbooks shall be turned into the office at the end of the school year.

G. No employee shall be required to purchase with his/her financial resources required texts, materials, and/or supplies.

H. Each Building Principal will arrange for employees access to necessary records during the working day.

I. All employees shall wear photo identification during the school day.

J. WORKLOAD

1. Attempts will be made to balance the workload and duties.

2. In Grades 6 through 12, balancing shall be based on the following factors:

   a. Not to exceed three (3) preparations defined as a specific class title such as algebra, biology, block or traditional, etc. Teachers agreeing to an overage in preparations will receive $1,600 per semester. For purposes of this section, Advanced Placement shall be considered a separate preparation.

   b. Number of students per day, average of 28, not to exceed 155 students.

K. All teachers who are assigned students with orthopedic disabilities shall be trained in the proper techniques used to provide lifting assistance for students with such needs.

When available, Aides will be used to lift students with disabilities. If an Aide(s) is not available, previously identified trained volunteer teachers will be requested to provide such assistance.

As long as teachers are physically able, they may be required to provide lifting assistance, especially in emergency situations. Lifting assistance is defined as assisting the primary caregiver, regular or substitute. Teachers are not required to solely lift students.

L. INSTRUCTION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

1. Before the start of each semester and when new students enroll, special education teachers shall share IEP information with affected regular education teachers and aides. Upon request, the building administration shall provide time for this to occur. Teachers will receive documentation for their newly enrolled IEP and 504 students within five (5) workdays after it has been received and verified by the administration.

2. Every intervention specialist shall be given up to four (4) total release days per year to write IEPs and to hold IEP conferences. Two (2) additional days may be granted at the discretion of the Director of Student Services. Writing days may be conducted virtually, but must be preapproved by the Director of Student Services. IEP meetings will be scheduled during the school day, but outside the teacher's preparation time. A certified substitute teacher will be provided to cover the class while the intervention specialist or regular education teacher attends these meetings if scheduled during a teacher's class period. Intervention specialists using these days shall be allowed to work in other district buildings or, with the principal's permission, off-site. Once scheduled, such IEP writing days shall only be rescheduled due to a lack of substitutes, including insufficient coverage through the use of coverage by other bargaining unit members, subject to the limitations of Article 5.G. An IEP writing day may only be rescheduled once.

3. Any other formal meetings regarding students' progress which is arranged by the teacher, Supervisor, or building administrator on a regular basis should be scheduled during the student contact time, but outside the teacher's preparation time, and a certified substitute teacher will be provided to cover the class. It is expected that the classroom teacher and

the intervention specialist will communicate informally on a regular basis as to the child's progress.

4. Teachers who attend IEP meetings outside of the contractual school day for more than 30 minutes shall be paid $15.00 per 30 minutes.

5. School Psychologists shall be given up to six (6) virtual days per year to write Evaluation Team Reports. Days must be preapproved by the Director of Student Services.

M. When an IAT meeting is scheduled during or extends into student contact time, class coverage will be provided. Teacher participation in IAT meetings during planning time is voluntary.

N. Every effort will be made to rotate assignment of students with disabilities.

O. Student discipline will be included as a standing agenda item for BLMC and DLMC meetings.

ARTICLE 19. GRIEVANCE PROCEDURE

A. DEFINITION OF TERMS

1. A "grievance" shall be defined as an alleged breach, misapplication or misinterpretation of this Contract.

2. The "purpose" of the grievance procedure is to secure, at the lowest possible level, acceptable solutions to grievances.

3. A "grievant" shall be defined as an employee or group of employees or the Association who allege to have a grievance.

4. Except as otherwise noted, "days" in this Contract shall refer to actual working school days, except during the Summer Recess when "days" shall refer to calendar days exclusive of weekends and holidays.

B. GENERAL PRACTICES

1. Time limits are maximums and must be adhered to by both parties. However, if the concerned parties are in mutual agreement, limits may be adjusted in writing. In cases of grievances at the end of the school year, the time limits may be altered as mutually agreed upon by both parties in writing.

2. At any level, a grievance may be withdrawn without prejudice.

3. Reprisals shall not be taken by or against any involved parties for reason of said participation.

4. There shall be no written decisions or communications until Level One is reached, then copies of all written decisions or communications shall be made in triplicate and sent to

the involved parties. Upon resolution of the grievance, all materials in possession of the Administration regarding the nature of the grievance shall be entrusted to the Treasurer to be placed in a file which shall be open to the public as provided by law. No grievance material shall be placed in a personnel file. Only the aggrieved or his/her representative and the Superintendent or his/her representative can initiate the reopening of this file.

5. All complaints, claims, or alleged grievances must go through the Informal Procedure defined herein prior to filing a written formal grievance at Level One or Level Two. A written formal grievance may bypass formal Level One by written agreement of the grievant, Association, and Superintendent.

6. If the grievance is not filed within twenty (20) days of the time the grievant knew, or with reasonable diligence should have known, of the act or condition upon which the grievance is based, then this Article may not be used. However, if a condition is continuing and/or recurring, the twenty (20) day time limit will be applied to the most recent occurrence.

7. If the SEA Executive Committee decides at any level of the Grievance Procedure that a grievance is without merit, or that an equitable answer has been given to the grievant(s), it may withdraw its support. The grievant(s) may always seek, individually, further satisfaction of his/her grievance through normal administrative channels. He/She may not be represented in this Grievance Procedure by any other organization or group at any time. However, this Grievance Procedure shall in no way prohibit any individual from processing a grievance with the assistance of his/her own legal counsel without the help of the Association.

8. Only authorized forms for filing grievances (Appendix K) made available by the SEA President shall be used by the grievant(s).

9. The Board agrees that the Association, as the sole and exclusive representative of the bargaining unit, shall be the only organized representative of said bargaining unit members in grievance proceedings.

10. If there are grievances involving bargaining unit members in more than one building, the SEA president will consult with the Superintendent to determine if the parties can mutually agree to initiate the grievance at a level other than at the informal procedure.

C. INFORMAL PROCEDURE

1. The Informal Procedure shall consist of informal discussion between the grievant and the appropriate administrator (that administrator(s) at the lowest possible level) who has/have the authority to resolve the problem.

2. It is recommended that the Informal Procedure be handled through meetings with the administrator and the employee only. If the employee feels it necessary, however, he/she may request representation during this informal process.

3. It is expected that this first step will resolve most problems and other action will be unnecessary.

4. Prior to the informal discussion, the grievant will provide written notice to the individual he/she wishes to have an informal discussion that includes the reason(s) for the informal discussion.

D. FORMAL PROCEDURE

1. Level One

   a. If the grievant(s) is/are not satisfied with the results of the discussion above, or if the problem is not resolved within five (5) days of the Informal Procedure, the grievant(s) may present a formal grievance on the attached form (Appendix K) to the administrator, with a copy forwarded to the Association. The grievant shall specify which sections of the Contract are allegedly being violated.

   b. The administrator will conduct a conference, within five (5) days, at a mutually agreeable time and place.

   c. A written decision shall be rendered by letter by the administrator, within five (5) days after the conference, to the grievant, and the Association.

2. Level Two

   a. Within five (5) days after receiving the decision of the administrator and assuming no satisfaction, or if no decision is rendered within the time limits, a written notice to continue the grievance must be submitted to the Superintendent.

   b. The aggrieved, his/her representative if requested by the aggrieved, and the Superintendent shall meet within five (5) days after the grievance has been received by the Superintendent.

   c. A written decision shall be rendered to the aggrieved and the Association by the Superintendent within five (5) days after the conference. If the parties have reached mutual agreement as described in Section B.10, that the Superintendent is the lowest level administrator in Level One, Level Two will be omitted and the grievance will move from Level One to Level Three.

3. Level Three

   a. Within five (5) days after receiving the decision of the Superintendent and assuming no satisfaction, or if no decision is rendered within the time limits, a written notice to continue the grievance must be submitted to the Superintendent, with a copy to the Treasurer.

   b. The Superintendent shall place the matter on the agenda of the next regular Board meeting unless a different date is mutually agreed by the parties. The grievance shall be heard at that meeting in Executive Session of the Board. The aggrieved shall have the right to be represented at such meeting by counsel or any other

representative of his/her choosing.

c. The Board shall act upon such appeal no later than its next regular Board meeting unless a different date is mutually agreed by the parties. The Board shall notify the grievant and the Association of its decision within two (2) days.

d. If after receiving the answer at Level Three, the employee remains aggrieved, the Association and the Board, by mutual agreement, may request that the matter be submitted to facilitation through the Federal Mediation and Conciliation Service ("FMCS"). The request shall be made within ten (10) days of the answer given at Level Three. The parties shall agree to submit all the issues set forth in the grievance at the first meeting date available to the facilitator. If the facilitation process is not successful, or is not initiated and the employee remains aggrieved, the Association may proceed to Level Four.

4. Level Four

a. If the action taken by the Board does not resolve the grievance to the employee's satisfaction, said employee may appeal the decision to arbitration within twenty (20) days after receipt of decision of the Board. This shall be initiated by the employee or his/her representative in writing to the Superintendent. If the employee or his/her representative and the Superintendent or his/her representative cannot agree on a hearing officer within five (5) days, either party may petition the American Arbitration Association to provide a list of seven (7) names, at least three (3) of whom must be residents of Ohio, from which the parties shall alternately strike a name until one (1) remains and that person shall serve as hearing officer. The striking of the first name shall be determined by a toss of a coin.

b. The arbitrator shall have the right and authority to interpret the provisions of this Contract and render a decision on the grievance within applicable Ohio law and precedent, but the arbitrator shall not have the authority to add to, subtract from, modify, change, or alter said provisions.

c. The decision of the arbitrator shall be final and binding and rendered in writing with copies to the Superintendent, the Association, and the grievant.

d. The costs of the arbitration shall be borne equally by the Board and the Association.

ARTICLE 20. PAYROLL AND DEDUCTIONS

A. The total salary shall be paid twenty-four (24) equal bi-monthly payments, commencing in September of each school year and paid on the 5th and 20th of the month.

1. All employees shall have pay disbursements deposited directly to the institution(s) designated on the forms required by the Treasurer. Required forms shall be completed upon initial employment and before the disbursement of any payment. Changes for the following school year shall be submitted to the Treasurer by August 1. The Treasurer

may, in cases of urgent necessity or for other good reasons, accept changes after August 1.

2. In the event circumstances beyond the control of the Treasurer prevent the direct deposit transmission of pay disbursements, the Treasurer may make other arrangements to pay employees.

B. All employees will be required to complete the forms requested by the Treasurer prior to receiving the initial pay at the beginning of each school year.

C. During the summer, direct deposit notices will be sent to one (1) address of the employee's choosing at Board expense. During the school year, all direct deposit notices will be delivered to the employee's respective building.

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

E. ADDITIONAL TRAINING

1. Employees eligible to advance on the Salary Schedule may do so at the beginning of the first and second semester provided:

   a. Academic work is completed satisfactorily.

   b. Academic work provides sufficient semester hours (equivalent quarter hours) to qualify for the next column on the Salary Schedule.

   c. Academic work is not in a program considered extraneous to their educational responsibilities.

   d. Evidence of the teacher's written application for official transcript has been sent to the Board office no later than September 15 for first semester advancement and no later than February 15 for second semester advancement. Pay will be adjusted the first pay after Board approval as long as the next pay is at least five (5) working days after Board approval.

   e. The above criteria is based on eventual receipt of the official transcript. The intent is not to penalize the employee because of normal delays by the university.

   f. Any mid-year change on the Salary Schedule shall not be made until the Treasurer receives the above information from the employee. No change will become effective for fourteen (14) days following receipt by the Treasurer of this information. But in cases of a delay in the official transcript being sent from a university, the effective date of the Salary Schedule change will be the beginning of the second semester.

g. Beginning with courses taken after October 1, 2023, bargaining unit members desiring to use academic work to advance on the salary schedule must attend one of the colleges, universities, and institutions that are approved for graduate level credit hours towards salary advancement. The Streetsboro LPDC will determine the list of approved colleges, universities, and institutions. For the purpose of movement on the salary schedule, if a teacher wishes to attend a college, university or institution that is not on the approved list, the teacher must submit a request to the LPDC to approve the institution. Approval shall not be denied for arbitrary or capricious reasons. Enrollment at unaccredited institutions shall not be approved for movement on the salary schedule. The list of approved institutions for salary advancement and the form for requesting approval will be available on the district website.

2. Placement on the Salary Schedule between the Bachelor's Column and Master's Column are in total semester hours.

F. Association dues deducted from employees' paychecks will be provided to the SEA Treasurer not later than two (2) school days after issuance of that particular pay.

G. The annual statement of salary will be provided on or before the first pay of the school year and/or at the beginning of each supplemental contract, and shall be based on the Master Agreement, salary schedule and placement on the schedule in effect August 1. The form used will be consistent with the state software. A sample form containing the information available through the state software program is found at Appendix J-1. Appendix J-1 will be subject to change as the state software program changes.

H. In the event of an accidental overpayment or underpayment in salary, the affected employee and the Treasurer shall mutually determine the method of repayment, provided that such repayment must be completed not later than the end of that fiscal year. Any amount due from any employee who resigns or retires shall be deducted from his/her last paycheck. Any days deducted from the salary shall be prorated over the remaining paychecks in the school year, if the deduction exceeds twenty-five percent (25%) of the paycheck.

I. Biweekly salary and deduction amounts shall be calculated and listed on each paycheck stub.

1. Yearly salary and Federal payroll taxes shall be accumulated and reflected in year-to-date totals figured biweekly.

2. Sick Leave accumulation shall also be indicated.

J. VOLUNTARY DEDUCTIONS

1. Payroll deductions shall be made for all members of the SEA upon the filing of a written request with the Treasurer, and on a form provided by the Treasurer, on or before October 15**.** Such authorization shall continue to be effective from year to year, except as outlined below.

a. Fund for Children and Public Education may be deducted upon request of the individual employee.

b. Charity Contributions may be deducted upon request of the individual employee.

c. United States Savings Bonds may be deducted upon request of the individual employee.

d. Credit union may be deducted upon request of the individual employee.

e. American Family Life Assurance may be deducted.

f. Tax Sheltered Annuity may be deducted; any deduction made shall be transmitted to the annuity company as soon as the vendor allows it.

g. Other insurances purchased through the district.

K. PROFESSIONAL DUES AND FAIR SHARE FEE

1. Professional Dues

a. Association dues deductions shall continue from year to year automatically. The Association shall forward to the Treasurer and to the employee, by October 5 of each year, the amount to be deducted for that year.

b. The Board Treasurer shall give to the Association Treasurer, within ten (10) calendar days, the total amount to be deducted along with a complete description, by name, of the amount deducted.

c. The Association shall present to the Treasurer written authorization for dues from its members. The Treasurer will then deduct the amount of dues from each paycheck of the month, beginning with the second pay in October. Said deductions will continue until said dues have been paid in full to the Association.

d. The cancellation window for Association membership shall be between August 1 and August 31 of each year. A bargaining unit member who wishes to cancel his/her Association membership, shall provide such written notice to the Association President and the District Treasurer. A bargaining unit member may cancel his/her membership outside of the window designated herein but shall be responsible for all remaining dues and assessments of the current membership year, defined as September 1 through August 31. By cancelling membership an individual acknowledges that s/he is foregoing any rights that are exclusively reserved to dues paying members of the Association.

2. Fair Share Fee

The parties agree that if the relevant provisions of *Janus v. AFSCME Council 31* are overturned, the parties will meet to negotiate Fair Share Fee provisions that are consistent with the change(s) in the law.

ARTICLE 21. TUITION REIMBURSEMENT/REASSIGNMENT ASSISTANCE FUND

A. TUITION REIMBURSEMENT

The Board shall appropriate an allocation of money for bargaining unit members utilizing staff development funds as follows:

1. Forty Thousand Dollars ($40,000).

2. The Board shall provide tuition reimbursement to bargaining unit members for earned college credit subject to the following conditions:

   a. The bargaining unit member shall have taught in the Streetsboro City School District for a minimum of two (2) years.

   b. The college course(s) must be taken in education, in or toward an area(s) or additional area of any certification/licensure, or in the specific discipline as currently certified/licensed.

   c. The first three (3) semester hours taken by each bargaining unit member who applies for tuition reimbursement shall be paid at 100% so long as money is available in the fund. If there is not enough money in the fund to pay these hours at 100%, the money shall be divided by the total number of hours taken and paid out on a percentage basis per credit hour.

   d. If there is money remaining in the fund after paying the three semester hours as outlined in paragraph c., the remaining money shall be distributed by taking the total amount of the remaining money divided by the total number of semester hours taken by members of the bargaining unit.

   e. No individual will receive a total amount greater than the tuition cost of the course work he/she took.

   f. The bargaining unit member desiring such tuition reimbursement must meet with the Building Principal and receive approval of the Building Principal and Superintendent on the appropriate form provided for this purpose prior to enrolling in the college course. However, tuition reimbursement shall not be denied for arbitrary or capricious reasons. Courses taken from unaccredited institutions shall not be approved for purposes of reimbursement.

   g. The bargaining unit member shall submit a receipt of payment and written proof in the form of an official transcript of completed credit at an accredited university, with a passing grade, to the Superintendent at the conclusion of the quarter or semester in which the previously approve course was taken.

   h. Tuition reimbursement is payable as a single sum in a voucher check following presentation of satisfactory evidence that the course work has been successfully

completed. Payments will be made in July for courses taken during the previous Summer, Fall and Spring quarters or semester.

i. Each bargaining unit member receiving tuition reimbursement under this Section prior to his/her receipt of such pay, shall agree that he/she will teach in the District for a least one (1) full school year following completion of the course for which reimbursement has been received. If such bargaining unit member fails to teach in the District for the required period, the amount of such tuition reimbursement received during the prior school year shall be deducted from the bargaining unit member's final pay unless that bargaining unit member has been RIF'd.

j. Prior to the Treasurer dispensing funds, she/he shall meet with the Association President to review the list of employees and the amounts they are to receive.

k. Application form is attached as Appendix L.

B. PROFESSIONAL LEAVE FUND

1. Not less than Five Thousand Dollars ($5,000.00) per semester will be allocated by the Board for Professional Leave. If all dollars are not allocated each semester, the remaining balance shall carry over to the next semester.

2. The District Labor Management Committee shall establish guidelines as to how these monies will be prioritized and dispersed to bargaining unit members.

3. If the administration determines that a bargaining unit member must attend a meeting or conference, these funds shall not be deducted from the allocation for professional leave.

4. On a monthly basis the Association President will receive a list, by building, of the amounts distributed during the current school year.

ARTICLE 22. RESIDENT EDUCATOR PROGRAM

A. PURPOSE

The Resident Educator Program for beginning teachers will provide Ohio's newest educators with coaching, mentoring and guidance that are critical to improving their skills and knowledge and student achievement.

B. LEAD MENTOR

1. The district will have a Lead Mentor to oversee the Resident Educator Program.

   a. A Lead Mentor should have National Board, Master Teacher, or Lead Teacher designation, if possible.

   b. Applicant for the Lead Mentor position must submit application to the Superintendent

by April 1st for the next school year.

2. Duties of Lead Mentor.

   a. Chair the Resident Educator Committee

   b. Assignment of Mentors in conjunction with current building administrators.

   c. To coordinate the District Resident Educator Program as developed by ODE.

   d. Keep Superintendent and/or designee informed of all activities involving the Resident Educator Program.

   e. Monitor the Resident Educator and mentor's/facilitator's interactions and offer support and assistance when the need arises.

3. The Lead Mentor shall be paid 8% of the BA base.

4. The Lead Mentor shall be granted release time to attend Resident Educator training sessions.

C. MENTOR and/or FACILITATOR

1. Qualifications

   a. Preference will be given to those with Master Teacher, National Board Certification or Lead Teacher designation. Selection will be in accordance with ODE guidelines.

   b. The mentor teacher/facilitator must be trained in accordance with ODE requirements.

2. Selections

   A mentor teacher shall be assigned to a resident educator with certification/licensure in the same grade level or subject area, wherever possible. Should no mentor be available in the area of certification/licensure, the committee may assign a mentor from in the grade level or subject area most closely related to that of the resident educator. The facilitator needs to be a highly organized individual but his/her area of certification/licensure is not critical.

3. Responsibilities

   The mentor or the facilitator teachers do not have a formal evaluative role. The mentor's role is to support the growth of the resident educator as an instructional mentor through formative assessment tools. The facilitator's role is to support the resident educator as a facilitator through the summative assessment portion of the Resident Educator Program. All interactions written or oral between the mentor/facilitator and teacher shall remain confidential.

4. Release Time

   Each mentor teacher shall be granted release time (at least the equivalent of two (2) days) to work with the resident educator. Each facilitator shall be granted release time (at least the equivalent of one day for each resident educator assigned). Release time shall be separate from any other release time covered under this Agreement and shall be coordinated by the Superintendent or designee. Each mentor and facilitator shall be granted release time to attend necessary training which shall be paid for by the District.

5. Compensation

   a. The maximum number of resident educators a mentor teacher may have is one (1) per year. The maximum number of resident educators a facilitator may have is three (3) per year.

   b. The District will pay all training fees required for mentors/facilitators to receive the mandatory ODE state mentor training and/or facilitator training.

   c. Mentor teachers shall receive a stipend of 4% of the base. Facilitators shall receive a stipend of 3% of the base.

D. RESIDENT EDUCATOR

1. Each resident educator is expected to be actively involved in the resident educator program designed by ODE.

2. The resident educator shall be provided release time not to exceed two (2) days per year for the purpose of observing classes, meetings with his/her mentor, attending recommended workshops, assessment preparation, etc. The days may be used in quarter 1/4 day increments and shall be coordinated by the building principal/immediate supervisor.

3. The evaluation procedure(s) contained in this Agreement shall take the place of the observations originally contained in the state's Resident Educator program for all Resident Educators.

E. PROTECTIONS

At any time, either the mentor teacher or the resident educator may exercise the option to have a new mentor assigned. The mentor and the resident educator must operate in a trusting and comfortable relationship; therefore, no specifics shall be given as to the exercise of the option and no prejudice or evaluation is to be given such change.

ARTICLE 23. SEVERANCE PAY

A. SEVERANCE PAY

1. Severance Pay shall be granted by the Board to any employee who is retiring. There will be a 350-day cap on severance. However, those employees with fifteen (15) or more years on the salary schedule at the beginning of the 2005-2006 school year shall be grandfathered and shall have no cap. The formula for calculating severance pay shall be 30% of the person's accumulated sick leave multiplied by the employee's final average salary per diem rate of pay.

2. Payment of Severance Pay shall eliminate all accrued Sick Leave days. Such payment shall be made only once to any employee. To be eligible for Severance Pay, an employee must be:

    a. Permanently disabled and eligible to receive STRS disability benefits; or

    b. Have been accepted for receipt of benefits by the STRS defined benefit plan, defined contribution or combined plan and retiring from the Streetsboro City School District.

3. Payment shall be made according to law and applicable IRS requirements:

    a. A $500 lump sum payment will be made to retirees who submit their resignation for retirement purposes on or before March 31 of the school year of retirement.

B. DESIGNATION OF BENEFICIARY

If a bargaining unit member who has officially notified the Board of his/her pending retirement dies prior to the actual receipt of severance pay, then the payment shall be made to his/her beneficiary as designated on his/her Life Insurance Policy (reference Article 25 Insurances, Section D), unless otherwise specified in writing to the Treasurer.

C. PAYMENT AND DEFERRAL OF SEVERANCE

1. Retiring employees who are members of the bargaining unit that is represented by the Streetsboro Education Association (the "SEA") and who are covered by this collective bargaining agreement (the "CBA") between the Board and the SEA and who are eligible for the Severance Pay Deferral Program as defined below, shall have the total amount that otherwise would be payable to them as Severance Pay (as defined below) mandatorily paid into a Plan Contract that has been designated by the retiring Employee for that purpose (the "Designated Contract"). Payment of such amounts under this Section and Section 3.4 of the Streetsboro City School District Section 403(b) Plan shall be in lieu of payment of such amounts directly to the retiring Employee; and no retiring Employee shall have the option of receiving payment of such amounts directly in cash.

2. The provisions of this Section are hereinafter referred to as the SEA Severance Pay Deferral Program. The terms of the SEA Severance Pay Deferral Program shall include the following:

   a. Participation in the SEA Severance Pay Deferral Program shall be mandatory for all "Covered Employees." A Covered Employee shall be any Employee who meets the following requirements:

      (1) The Employee retires on or after June 30, 2016 and thereby becomes entitled to "Severance Pay."

      (2) The Employee's last day of employment is in or after the calendar year Employee attains (or will attain) age 55.

   b. For purposes of the SEA Severance Pay Deferral Program, the term "Severance Pay" shall be as defined in Section A of this Article.

   c. The Employer Contribution made on the behalf of the Covered Employee under the SEA Severance Pay Deferral Program in each calendar year shall be in an amount equal to the lesser of:

      (1) The total amount of the Covered Employee's Severance Pay.

      (2) The maximum contribution amount allowable under the terms of this Plan, including Appendix A therein.

   d. The required Employer Contribution under the SEA Severance Pay Deferral Program shall be made at the request of the employee but not later than January 31 of the year following retirement.

   e. To the extent that the Employer Contribution under the SEA Severance Pay Deferral Program exceeds the maximum amount allowable under this Plan in the calendar year of payment, the excess amount shall be payable to the 403(b) Plan in January in subsequent calendar year(s), up to the maximum amount allowable under this Plan, for up to a maximum of five (5) calendar years after the calendar year of the Covered Employee's retirement; and if there is any remaining amount of Severance Pay, the excess amount shall be paid to the Covered Employee in cash.

   f. The Designated Contract shall be a Plan Contract; provided, however, the Board shall continue to have authority to continue to approve or disapprove of Plan Providers. A Covered Employee under the SEA Severance Pay Deferral Program shall complete any enrollment forms or other forms the Covered Employee may be required to have the Employer Contribution under this Plan paid on his or her behalf to the Designated Contract; and unless and until the Covered Employee does so, no Employer Contribution of Severance Pay shall be made to the Designated Contract on behalf of the Covered

Employee.

g. If a Covered Employee is entitled to have an Employer Contribution paid under the SEA Severance Pay Deferral Program and dies prior to such contribution being paid to the Designated Contract, an amount equal to the unpaid contribution shall nevertheless be paid in cash directly to the designated beneficiary of the Covered Employee; and if there is no designated beneficiary, it shall be paid to the estate of the deceased Covered Employee.

h. Any employee who is entitled to severance pay who is not an eligible participant in the SEA Severance Pay Deferral Program will continue to be eligible for any and all severance payments in accordance with Section A of this Article. The employee may elect to defer such payments through the Designated Contract.

ARTICLE 24. EXTRA DUTY

A. Supplemental contracts will be recommended for employment no later than the July Board of Education meeting. The athletic director may evaluate all coaches. To establish a new supplemental position, including clubs, the interested staff member shall demonstrate to the Board that the activity is successful and/or of interest to students for a pilot period of one (1) year. If such success is shown and the Superintendent recommends to the Board and the Board determines that the position will be filled, the salary for such activity shall be negotiated with the Association prior to implementation.

B. PAYMENT SCHEDULE

Percentage of BA-0 step on the Base. Pay shall be divided in no less than one-half (1/2) installments. The first half payment will be made when half the season contests are completed for sports activities and when the first semester is completed for year-round activities. Second half payment will be made when the season is completed or when the second semester is completed.

Coaches and advisors are permitted to share their salary with other coaches and advisors only if they receive approval in advance by the Superintendent or designee. The decision of the Superintendent or designee regarding approval shall not be arbitrary or capricious. The full longevity payment will be made to any of the coaches and advisors who are eligible.

C. EXTRA DUTY POSITIONS

		% of Base
ACADEMIC	Academic Challenge	5.0%
	After Hours Monitor	10.00/hr.
	Positive School Initiative Club (HS) 2.0%	
	Art Club – HS	2.0%
	BETA Club	3.0%
	Chess Club	3.0%

Class Advisor – 9th grade	3.0%
Class Advisor – 10th grade	3.0%
Class Advisor – 11th grade	8.0%
Class Advisor – 12th grade	8%
Department Heads	4.0%
Math	
Social Studies	
Language Arts	
Science	
Special Education	
Related Arts –	
1 person to represent Business, Foreign Language, Technology & Family & Consumer Science	
1 person to represent Art, Physical Education, STEM, TV Production, Journalism, Music	
Social Acceptance Club (Middle School)	2.0%
Drama (per play – maximum of two) High School	5.0%
Choreographer	2.0%
Set & Costume	2.0%
Ticket Manager	1.0%
	per performance
1 Drama Club (Defer)	4.0%
Drama Assistant (HS)	2.0%
TECH Club (Defer)	2.0%
HS Treble Chorus	2%
ICC Advisor	3.0%
Juggling Club	3.0%
Junior NHS	3%
Just Say No	3.0%
Just Say No Assistant (if over 30 students)	2.0%
Lead Mentor	7.0%
Link Crew (HS) (2 positions)	2%
Math 24 – SMS	2.0%
Math 24 – Defer	2.0%
Mentors	4.0%
MS Art Club	2%
MS STEM Assistant	1.5%
MS WEB Team Leaders (2 positions)	2%
National Honor Society	4.0%
Newspaper (High School)	5.0%
TV Production	$30/HR
P.A.N.D.A. Assistant (if over 30 students)	2.0%
Preschool Coordinator	5.0%
World Language Club	3.0%
Spelling Bee – MS	1.0%
STEM Club HS	3.0%

	STEM Club – MS	3.0%
	Summer STEM Academy (2)	2.0%
	Talent Show – HS	1.0%
	Tech Aide – Tech High School	3.0%
	Tech Aide – Tech Middle School	3.0%
	Tech Aide – Tech Defer	3.0%
	Tech Aide – Tech SES	3.0%
	8th Grade Advisor	3.0%
	Overnight Trip Teacher Stipend	$150/night
	7th Grade Advisor	3.0%
	WSTB Manager	9.0%
	Yearbook – High School	5.0%
	6th Grade Advisor	3.0%
ATHLETICS		
	HS Faculty Mgr – Fall (3)	3.0%
	MS Faculty Mgr – Fall (2)	3.0%
	HS Faculty Mgr – Winter (3)	3.0%
	MS Faculty Mgr – Winter (1)	4.0%
	Middle School Athletic Director	12.0%
Baseball	Head Coach	12.0%
	J.V. Coach	8.0%
	Assistant Coach	5.0%
Basketball	Head Coach Boys (1)/Girls (1)	16.0%
	Assistant Coach Boys (1)/Girls (1)	11.0%
	J.V. Coach, Boys (1)/Girls (1)	11.0%
	Freshman Coach Boys (1)/Girls (1)	8.0%
	Middle School Coach--7th Boys (1)/Girls (1)	8.0%
	Middle School Coach--8th Boys (1)/Girls (1)	8.0%
Bowling	Bowling	8.0%
Cheerleading	Varsity and J.V. Football	8.0%
	Varsity and J.V. Basketball	8.0%
	High School Assistant (Football)	5.0%
	High School Assistant (Basketball)	5.0%
	Middle School Advisor	7.0%
Cross Country	Head Coach Boys (1)/Girls (1)	8.0%
	Middle School Boys/Girls Co-Ed (1)	6.0%
Football	Head Coach	16.0%
	Assistant Coach	11.0%
	Freshman Coach	8.0%
	Middle School Coaches	7.0%
Golf	Head Coach (High School)	8.0%
	Assistant Golf Coach	5.0%
Soccer	Head Coach Boys (1)/Girls (1)	12.0%
	Assistant Coach Boys/Girls	8.0%
	Middle School	7.0%
Softball	Head Coach	12.0%

	J.V. Coach	8.0%
	Assistant Coach	5.0%
Track	Head Coach Boys/Girls	16.0%
	Assistant Coach Boys (1)/Girls (1)	8.0%
	Assistant Coach (2)	8.0%
	Head Middle School Coach Boys (1)/Girls (1)	7.5%
	Assistant Coach (2)*	7.0%
Volleyball	Head Coach (Girls)	12.0%
	Assistant Varsity (Girls)	5.0%
	J.V. Coach (Girls)	8.0%
	Middle School Coach (2)	7.0%
Weight Training	(Fall, Winter, Spring)	2.0%/season
Wrestling	Head Coach	16.0%
	Assistant Coach	11.0%
	Freshman Coach	8.0%
	Middle School Head Coach	7.0%
	Middle School Assistant Coach	7.0%
MUSIC	High School Band Director	14%
	Assistant H.S. Band Director	7%
	Percussion Instructor	4.0%
	Marching Band Auxiliary Advisor	4.0%
	Middle School Band Director	7.0%
	Chorus Director	6.0%
	Elementary Music Vocal Director (3)	2.0% per performance (2)
	Pep Band	5.0%
	Select Choir	2.0%
	Music Ensemble (Defer) (2)	4.0%
	Music Ensemble Assistant (Defer) (1)	2.0%
	Jazz Band - MS	2.0%
	Jazz Band Performance – HS	2.0%
	Defer Band	2.0%
STUDENT COUNCIL		
	High School	5.0%
	Middle School	3.0%
	Elementary School	2.0%

*If Middle School Track student participants exceeds 100 students, a 3rd Assistant Coach will be hired.

Administrative suggestions Family Night, Music Night supervision (examples) payment shall be at $20.00 per hour. (Note: Unless otherwise paid at a higher amount elsewhere in this Agreement, such after school events shall be paid at $20.00/hour.) If part of the program requires an overnight stay, where the supplemental holder is responsible for the direct supervision of the students involved, each supplemental contract holder who is approved to attend shall receive One Hundred Fifty Dollars ($150.00) per night.

D. A person shall be entitled to longevity years service in extra duty assignments at all levels as prescribed below:

1. Beginning with the fifth (5th) year of service, Five Hundred Dollars ($500.00). Beginning with the tenth (10th) year of service, the payment shall increase to One Thousand Dollars ($1,000.00). Beginning with the twelfth (12th) year of service, the payment shall increase to One Thousand Two Hundred Dollars ($1,200.00). Beginning with the fifteenth (15th) year of service, the payment shall increase to One Thousand Five Hundred Dollars ($1,500.00).

2. These longevity increments shall be paid to any person with experience at any level within a major category listed under the Extra Duty Section of Article 24 with the exception of those listed under the Academic heading. Those people performing duties listed under the Academic heading shall be entitled to longevity increments.

E. Any person who by this proposal will be paid at a lesser amount than presently receiving will be paid his/her current amount until such time as the position is open or until such time as the extra duty pay under this proposal meets or exceeds his/her current amount.

F. Kindergarten teachers are encouraged, but not required, to attend Kindergarten Parent Seminar meetings, if they are scheduled outside the regular work day/year. Those who attend shall be paid Twenty Dollars ($20.00) per hour of actual attendance. Any participation beyond attendance at the program shall be voluntary.

Kindergarten Screening

Teachers participating in Kindergarten Screening outside of the school year will be given a compensatory day (which will be considered a Professional Leave day and will not penalize their perfect attendance record).

G. Home Instructors will be paid thirty dollars ($30.00) per hour.

H. EXTENDED DAYS

The Coaches, Cheerleader Advisors, and Band Director shall be paid additional extra duty stipends for tournament work extending beyond the regular season (not including make-up games for rainouts). Extended time applies only to competitions past sectionals (state playoffs for football).

The tournament stipends shall be as follows:

$100.00	per athletic coach per week
$ 30.00	for Cheerleader Advisor and Band Director for accompanying either the football team or basketball team to tournaments as specified above.

Position	Possible Number of Extended Days
Technology Integration/Curriculum Specialist	Up to 20 days
Guidance Counselors	Up to 14 days
Media Specialist	Up to 7 days
TOE Coordinator	Up to 3 days
Psychologists	Up to 10 days
Social Worker	Up to 10 days

ARTICLE 25. – INSURANCES

Since it is the intent for the insurance provisions contained in this article to remain consistent, it is agreed that neither party will bring proposals relative to Article 25 (INSURANCES) during negotiations for a successor to the Agreement that expires June 30, 2029, unless mutually agreed upon by both parties.

A. HOSPITALIZATION AND MAJOR MEDICAL INSURANCE

The Board shall offer a Comprehensive Hospitalization and Major Medical Insurance Program for members of the bargaining unit working twenty-seven (27) hours or more per week as per the specifications in Appendix J. Note: Appendix J will be amended to reflect the one thousand dollar ($1000) deductible plan. The Board shall pay eighty-six percent (86%) of the single and family premium for an employee with health care coverage.

The "High-Deductible Plan" will be provided as an option for an employee to choose instead of the $1000 Plan. In addition, an HSA will be provided for an employee choosing the "High-Deductible Plan." Language for both is being provided by the Insurance Provider.

An electronic copy of the Summary Plan Document (SPD) shall be provided to each bargaining unit member receiving the insurance benefits not later than October 1, 2016. New employees shall be provided with a copy of the Schedule of Benefits found in Appendix M and an electronic copy of the SPD within thirty (30) calendar days of hire.

Bargaining unit members who are employed after July 1, 1998, and who are working less than twenty-seven (27) hours per week shall receive Comprehensive Hospitalization and Major Medical Insurance on a prorated basis based on the percentage of hours worked plus an additional ten percent (10%). There shall be no proliferation of part-time jobs in order to avoid the paying of full-time benefits.

1. The employee is responsible for out-of-pocket expenses as per the Insurance Plan (Appendix **J**). The Board shall provide the Portage Area Schools Consortium $1000 Deductible Plan as it exists as of July 1, 2026.

B. **PRESCRIPTION DRUG INSURANCE**

The Board will offer a paid Prescription Card Program as per the specifications in Appendix J. The Board shall pay eighty-six (86%) of the premium for single and family.

The Board shall provide a three-tier prescription plan at $15/$30/$45, which is currently identified as Rx E.

C. **BENEFIT MINIMUM**

For Paragraphs A and B of this Article, specifications and benefit minimum coverage shall be maintained at levels of no less than those listed in Appendix **J** ~~M~~ and as provided by the Health Insurance specifications for the Portage Area Schools Consortium in effect July 1, 2016.

D. HEALTH REIMBURSEMENT ACCOUNT (HRA)

The District shall contribute to a Health Reimbursement Account (HRA). Amounts earned do not carry over year to year. The funding will be based on wellness achievements listed below:

Status	Single Incentive Amount	Family Incentive Amount
Bronze	$50.00	$100.00
Silver	$50.00	$100.00
Gold	$75.00	$150.00
Platinum	$75.00	$150.00
Total Available	$250.00	$500.00

E. HEALTH SAVINGS ACCOUNT (HSA)

For the High Deductible Health Plan Option, in the first year that the opt in is chosen by the employee, the District will contribute 100% the embedded deductible amount as set by the IRS to the annual Health Savings Account ("HSA") for single and family plans. This is a one-time employer funded entry into the HSA. After the first year employee has enrolled in the HSA, District funding of the HSA will be based on the wellness achievements listed below.

"Year 2" (First year AFTER the initial year selecting the High Deductible plan)

Status	Single Incentive Amount	Family Incentive Amount
Bronze	$250.00	$500.00

Silver	$250.00	$500.00
Gold	$250.00	$500.00
Platinum	$250.00	$500.00
Total Available	$1000.00	$2000.00

"Year 3" (second year after the initial year of taking the high deductible plan)

Status	Single Incentive Amount	Family Incentive Amount
Bronze	$100.00	$200.00
Silver	$100.00	$200.00
Gold	$100.00	$200.00
Platinum	$100.00	$200.00
Total Available	$400.00	$800.00

After Year 3, the District will not contribute any more funds to the employee's HSA account.

Members who enroll in the HDHP may not change enrollment to the PPO plan for a period of three years, unless the member has not received any payments by the Board into the HSA.

The parties acknowledge that an embedded High Deductible Health Plans (HDHPs) and Health Savings Accounts (HSAs} are governed under Section 223 of the Internal Revenue Code (IRC) and related federal regulations. Deductible minimums and annual HSA contribution limits are set by Internal Revenue Service (IRS) and may be subject to change annually. Such changes occur outside the scope of collective bargaining and are not determined by PASC nor the Board.

F. LIFE INSURANCE

The Board shall provide and pay the premium for a Fifty Thousand Dollars ($50,000.00) Term Life Insurance policy for each full-time member of the bargaining unit. All employees may purchase an additional One Hundred Fifty Thousand Dollars ($150,000.00) of coverage at the group rate at his/her expense, as long as they enroll within thirty (30) calendar days of their first work day. For employees who work less than full time, the Board shall provide and pay the premium for a Twenty-Five Thousand Dollar ($25,000) term life insurance policy.

G. DENTAL INSURANCE

The Board shall provide employees with single and family plans for dental coverage in accordance with Dental Insurance specifications for the Portage Area Schools Consortium. The Board shall pay eighty-six percent (86%) of the premium for single and family coverage.

H. EMPLOYEE'S CHANGE IN STATUS

An employee's change in status is to be processed at the time the employee notifies the Treasurer of a change in dependency or marital status. An employee who leaves the employ of the Board as a result of retirement, resignation, termination or otherwise shall have benefits terminated effective on the last day of the month of active employment. Employees who terminate effective at the end of a school year shall have benefits terminated effective July 31. An employee whose workday changes to cause a change in co-payment due to a change in hours worked per-week shall have the change go into effect effective on the first day of the following month.

I. EMPLOYEE ASSISTANCE PROGRAM/SMOKE-FREE ENVIRONMENT

The Board will provide an Employee Assistance Program ("EAP"), including a smoking cessation component, at no employee expense. Streetsboro Schools shall be a smoke-free workplace, including grounds, unless contrary to Federal law.

J. NONPARTICIPATION IN HEALTH INSURANCE COVERAGE

If any member of the bargaining unit does not select any of the Board-provided Health Insurance, he/she shall indicate so on a Waiver Form provided by the Board. ("Health Insurance" is defined as any Board-provided insurance except Life Insurance.)

If a member of the bargaining unit elects to withdraw from the insurance program, the member shall receive, through payroll, each school year in which he/she does not participate in the Insurance Program, payment of Two Thousand Dollars ($2,000.00) which shall be made in July of each year of the opt-out and will be passed through the district's Section 125 Plan, following verification of the appropriate legal steps required under said plan. However, each such employee electing not to participate in the insurance plans shall provide proof of coverage from elsewhere in order to be eligible for such option.

In the event of a change in the need for insurance, the member may reinstate coverage on the first (1st) day of any month, provided he/she has filed the proper application cards with the Treasurer by the twentieth (20th) day of the preceding month. Such reentry into the Insurance Program shall preclude the bargaining unit member from receiving the Health Insurance waiver payment in lieu of as indicated above.

It shall be the responsibility of the employee to notify the Treasurer of any year of the Contract, on the Board provided Waiver Form, of his/her desire to discontinue coverage. Payments will be made to the employee on a Vendor Warrant during the month of July following the school year of nonparticipation.

K. HEALTH MAINTENANCE

1. Employees who participate in the Health Risk Assessment and the Biometric Screening (whether through Vitality or with their own physician with documentation) through the Vitality Wellness Program shall receive a Twenty-Five Dollar ($25.00)

gift card paid from the wellness budget received through the Consortium. The district and the Association recognize that if the participation thresholds for each of these screenings is not met, both the district and employees receiving insurance will experience an increase in the cost of the premiums paid.

L. The benefits provided to employees by section 125 of the Revenue Act of 1978 and updated to the current law (which includes a 2½-month extension after the end of the plan year for the employees to incur expenses) shall be made available to any bargaining unit member so requesting. The IRS Section 125 plan offered shall include a flexible spending account (FSA). This plan shall allow employees to use pre-tax dollars to pay child or elder dependent care expenses and non-reimbursed medical, dental, vision and/or prescription expenses. The plan shall also provide for the disbursement of any employee contribution of the premium with pre-tax dollars.

Included in this plan shall be a waiver on hospitalization/major medical/prescription/ vision/dental coverage outlined in Article 25 (H).

There shall be no cost to the bargaining unit member.

M. VISION INSURANCE

The Board shall provide employees with single and family plans for vision coverage with the Vision Service Plan through the Portage Area Schools Consortium. The Board shall pay eighty-six percent (86%) of the premium for single and family coverage.

N. The district shall make available Short-Term Disability Insurance for purchase at employee expense, through the Consortium to facilitate the ability to purchase said insurance at a group rate.

ARTICLE 26. SALARIES

2026-2027	0% ($42,322)
2027-2028	0% ($42,322)
2028-2029	0% ($42,322)

A. INDEX

Streetsboro City Schools
Index

YEARS	BACH	5 YR	MAST or M.E.	MA+15 or M.E.+15	MA +30 or M.E. +30
0	1.0000	1.0600	1.1200	1.1800	1.2400
1	1.0550	1.1150	1.1750	1.2350	1.2950
2	1.1100	1.1700	1.2300	1.2900	1.3500
3	1.1650	1.2250	1.2850	1.3450	1.4050

4	1.2200	1.2800	1.3400	1.4000	1.4600
5	1.2750	1.3350	1.3950	1.4550	1.5150
6	1.3300	1.3900	1.4500	1.5100	1.5700
7	1.3850	1.4450	1.5050	1.5650	1.6250
8	1.4400	1.5000	1.5600	1.6200	1.6800
9	1.4950	1.5550	1.6150	1.6750	1.7350
10	1.5500	1.6100	1.6700	1.7300	1.7900
11	1.6050	1.6650	1.7250	1.7850	1.8450
12	1.6600	1.7200	1.7800	1.8400	1.9000
13	1.7150	1.7750	1.8350	1.8950	1.9550
14	1.7700	1.8300	1.8900	1.9500	2.0100
15	1.8250	1.8850	1.9450	2.0050	2.0650
16	1.8433	1.9033	1.9633	2.0233	2.0833
17	1.8616	1.9216	1.9816	2.0416	2.1016
18	1.8800	1.9400	2.0000	2.0600	2.1200
19	1.8983	1.9583	2.0183	2.0783	2.1383
20	1.9166	1.9766	2.0366	2.0966	2.1566
21	1.9350	1.9950	2.0550	2.1150	2.1750
22	1.9625	2.0225	2.0825	2.1425	2.2025
23	1.9900	2.0500	2.1100	2.1700	2.2300
24	2.0083	2.0683	2.1283	2.1883	2.2483
25	2.0266	2.0866	2.1466	2.2066	2.2666
26	2.0450	2.1050	2.1650	2.2250	2.2850
27	2.0750	2.1350	2.1950	2.2550	2.2315
28	2.1050	2.1650	2.2250	2.2850	2.3450
29	2.1350	2.2500	2.3200	2.3650	2.4300
30	2.1800	2.2950	2.3650	2.4100	2.4750
31	2.2500	2.3400	2.4100	2.4550	2.5200

B. Streetsboro City Schools - 2026-2027 (FY27-FY29 SEA Salary Schedule)

YEAR 1-3					
Step	**BACH**	**5YR**	**MAST. OR M.E.**	**MAST. +I5 OR M.E.+15**	**MAST. +30 OR M.E. +30**
0	$42,332	$44,872	$47,412	$49,952	$52,492
	1	1.06	1.12	1.18	1.24
1	$44,660	$47,200	$49,740	$52,280	$54,820
	1.055	1.115	1.175	1.235	1.295
2	$46,989	$49,528	$52,068	$54,608	$57,148
	1.11	1.17	1.23	1.29	1.35
3	$49,317	$51,857	$54,397	$56,937	$59,476
	1.165	1.225	1.285	1.345	1.405
4	$51,645	$54,185	$56,725	$59,265	$61,805
	1.22	1.28	1.34	1.4	1.46
5	$53,973	$56,513	$59,053	$61,381	$64,133
	1.275	1.335	1.395	1.45	1.515
6	$56,302	$58,841	$61,381	$63,921	$66,461
	1.33	1.39	1.45	1.51	1.57
7	$58,630	$61,170	$63,710	$66,250	$68,790
	1.385	1.445	1.505	1.565	1.625
8	$60,958	$63,498	$66,038	$68,578	$71,118
	1.44	1.5	1.56	1.62	1.68
9	$63,286	$65,826	$68,366	$70,906	$73,446
	1.495	1.555	1.615	1.675	1.735
10	$65,615	$68,155	$70,694	$73,234	$75,774
	1.55	1.61	1.67	1.73	1.79
11	$67,943	$70,483	$73,023	$75,563	$78,103
	1.605	1.665	1.725	1.785	1.845
12	$70,271	$72,811	$75,351	$77,891	$80,431
	1.66	1.72	1.78	1.84	1.9
13	$72,599	$75,139	$77,679	$80,219	$82,759
	1.715	1.775	1.835	1.895	1.955
14	$74,928	$77,468	$80,007	$82,547	$85,087
	1.77	1.83	1.89	1.95	2.01
15	$77,256	$79,796	$82,336	$84,876	$87,416
	1.825	1.885	1.945	2.005	2.065
16	$78,031	$80,570	$83,110	$85,650	$88,190
	1.8433	1.9033	1.9633	2.0233	2.0833
17	$78,805	$81,345	$83,885	$86,425	$88,965

	1.8616	1.9216	1.9816	2.0416	2.1016
18	$79,584	$82,124	$84,664	$87,204	$89,744
	1.88	1.94	2	2.06	2.12
19	$80,359	$82,899	$85,439	$87,979	$90,519
	1.8983	1.9583	2.0183	2.0783	2.1383
20	$81,134	$83,673	$86,213	$88,753	$91,293
	1.9166	1.9766	2.0366	2.0966	2.1566
21	$81,912	$84,452	$86,992	$89,532	$92,072
	1.935	1.995	2.055	2.115	2.175
22	$83,077	$85,616	$88,156	$90,696	$93,236
	1.9625	2.0225	2.0825	2.1425	2.2025
23	$84,241	$86,781	$89,321	$91,860	$94,400
	1.99	2.05	2.11	2.17	2.23
24	$85,015	$87,555	$90,095	$92,635	$95,175
	2.0083	2.0683	2.1283	2.1883	2.2483
25	$85,790	$88,330	$90,870	$93,410	$95,950
	2.0266	2.0866	2.1466	2.2066	2.2666
26	$86,569	$89,109	$91,649	$94,189	$96,729
	2.045	2.105	2.165	2.225	2.285
27	$87,839	$90,379	$92,919	$95,459	$97,999
	2.075	2.135	2.195	2.255	2.315
28	$89,109	$91,649	$94,189	$96,729	$99,269
	2.105	2.165	2.225	2.285	2.345
29	$90,379	$93,765	$96,729	$98,634	$101,385
	2.135	2.215	2.285	2.33	2.395
30	$92,284	$95,670	$98,634	$100,539	$103,290
	2.18	2.26	2.33	2.375	2.44
31	$94,189	$97,575	$100,539	$102,443	$105,195
	2.225	2.305	2.375	2.42	2.485

*Masters Equivalent (M.E.) is thirty (30) graduate semester hours above the Bachelor's Degree for which a grade of "B" or higher was earned. No more than nine (9) of these thirty (30) hours shall be pass/fail workshop credit. Advancement to M.E. on the Salary Schedule is also subject to all stipulations of Article 21, Section B, of the present Negotiated Agreement.

*** 5-Year Definition
One hundred fifty (150) total semester hours of undergraduate coursework or a bachelor's degree and 15 semester hours of graduate coursework.

In order for a bargaining unit member to attain placement in the Master's +15 and/or Master's +30 column, additional graduate credits beyond the Masters degree required must be earned subsequent to the earning of the employee's Master degree.

C. STRS PICK-UP UTILIZING THE SALARY REDUCTION METHOD

The Board shall designate each employee's mandatory contributions to the State Teachers Retirement System of Ohio as "picked-up" by the Board as contemplated by Internal Revenue Service Rulings 77-464 and 81-36, although they shall continue to be designated as employee contributions as permitted by Attorney General Opinion 82-097, in order that the amount of the employee's income reported by the Board as subject to Federal and Ohio Income Tax shall be the employee's total gross income reduced by the then current percentage amount of the employee's mandatory STRS contribution which has been designated as "picked-up" by the Board; and that the amount designated as "picked-up" by the Board shall be included in computing final average salary, provided that no employee's total salary is increased by such "pick-up," nor is the Board's total contribution to the STRS increased thereby.

1. The "pick-up" percentage shall apply uniformly to all members of the bargaining unit as a condition of employment. The "pick-up" shall apply to all compensation including supplemental earnings thereafter.

2. The parties agree that should the rules and regulations of the Internal Revenue Service or Retirement System change, making this procedure unworkable, the parties agree to return, without penalty, to the former method of employee/employer contributions.

3. Payment for Sick Leave, Personal Leave, severance, and supplementals, including Unemployment and Workers' Compensation, shall be based on the employee's daily gross pay prior to reduction as basis (e.g. gross pay divided by the number of days in the employee's contract).

4. For purposes of the State Minimum Salary Schedule, an employee's salary shall be the gross pay prior to the reduction as the basis.

D. RECIPROCITY

For new hires, Streetsboro City Schools shall accept course work/activities that were granted by the employee's previous district.

ARTICLE 27. DISTRICT LABOR MANAGEMENT COMMITTEE

There shall be a voluntary District Labor Management Committee which shall meet up to four (4) times per year unless additional meetings are agreed upon. Two meetings will be held after school and two meetings will be scheduled during school. The committee shall not receive compensation. The purpose of the Committee shall be to promote a positive working relationship between the parties and to address matters of mutual concern. The Committee shall be comprised of no more than six (6) members of management (appointed by the Superintendent) and six (6) members of the SEA (appointed by the President). Agenda items shall be submitted to the other party at least one (1) school day in advance. The discussions of this Committee shall not result in modifications or additions to this Agreement. Each year training will be provided by FMCS unless the parties agree training is unnecessary. This training will be in addition to four (4) meeting days.

ARTICLE 28. LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

A. PURPOSE

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

B. COMMITTEE COMPOSITION AND SELECTION

1. The committee shall be comprised of five (5) members each as follows:

   Three (3) teachers

   One (1) principal

   One (1) other district employee

2. All LPDC members shall have a minimum of three (3) years teaching experience in the Streetsboro district.

3. The three (3) teacher members shall be appointed by the SEA President. The Principal and the other employee member shall be appointed by the Superintendent.

4. In the event of a vacancy, the committee member shall be replaced in accordance with this section.

C. TERM OF OFFICE

For the 2016-17 school year only, the SEA President shall appoint one (1) teacher member for a two (2) year term and one (1) teacher member for a three (3) year term. Thereafter, the term of office for members serving on the committee shall be three (3) years for the teacher members and two (2) years for appointees by the Superintendent. Each term shall commence on August 1 and end on July 31 of the appropriate year.

D. CHAIRPERSON AND RECORDKEEPER

The committee chairperson shall be determined by a majority of the LPDC Committee members and shall serve for two (2) years.

The Recordkeeper shall be determined by majority vote of the LPDC Committee members and shall serve for one (1) year.

E. DECISION-MAKING

A quorum consisting of not less than three (3) members shall be required to make decisions. Decisions shall be made by majority vote of the committee members present and voting.

F. MEETINGS

1. The LPDC shall meet as often as the members deem necessary to complete their work. The first meeting shall be at the call of the Superintendent. Subsequent meeting dates shall be determined by the LPDC.

2. Regular meetings will be held outside the school day. Additional meetings may be held during the school day with the Superintendent's approval. Not later than September 15 each year, the committee shall post in each building the regular meeting schedule.

G. TRAINING

1. Members of the LPDC shall be afforded the opportunity to attend training on the purpose, responsibilities, implementation, functioning, and legal requirements of LPDCs and on team building and decision-making.

2. The LPDC shall recommend training to be approved by the Superintendent.

3. If the available training is during work hours, the committee members shall be given paid release time to attend. If the training occurs outside the regular workday or work year, members shall be paid their prorated per diem for each hour involved, including travel time.

4. LPDC members shall be reimbursed for all actual and necessary expenses incurred as part of the training.

5. LPDC training for committee members shall constitute appropriate "equivalent activities" for purposes of the committee members' own Individual Development Plans (IDP) if so determined by the LPDC.

H. RECORDKEEPING

LPDC records/files shall be stored electronically by the Administration.

I. EVALUATION IMPACT

The evaluation of a teacher shall not be affected by the teacher's IPDP nor by the LPDC process.

J. RECIPROCITY

New hires who hold a certificate/license issued by the Ohio Department of Education and who have course work/activities applicable to their current renewal cycle which were approved by their prior district's LPDC shall have completed course work/activities approved by the Streetsboro LPDC. Remaining hours shall be subject to the normal LPDC process.

K. COMPENSATION

1. Each committee member shall be paid a stipend equaling four percent (4%) of the BA base.

2. The chairperson and the recordkeeper shall receive an additional two percent (2%) stipend for a total of six percent (6%) of the BA base.

L. APPEALS PROCESS

1. If the Individual Professional Development Plan (IPDP) is rejected by the LPDC, the educator shall be given a copy of the IPDP Review Criteria with the reasons for rejection clearly indicated. Educators may then submit a revised plan within ten (10) workdays of receipt of the initial rejection notice, or, as may be the case, submit additional documentary materials or explanation to justify the plan. Either the educator or the LPDC may request a conference to discuss any such concerns.

2. If the revised IPDC is not approved by the LPDC, the LPDC and/or the educator may request reconsideration. Following reconsideration, the LPDC shall again vote to approve or disapprove the issue at hand.

3. If lack of approval still exists, the educator may request the formation of a three-person appeals' panel which shall consist of:

   a. one (1) certificated/licensed educator selected by the educator;

   b. one (1) certificated/licensed educator selected by the LPDC;

   c. one (1) certificated/licensed educator mutually agreed upon by the educator and the LPDC.

4. This appeals' panel is the final step in local resolution to the appeal. The Ohio Department of Education as the administrative agency of the Ohio State Board of Education is the issuing authority for educator certificates and licenses.

M. COMPATIBILITY

The LPDC shall not have any authority to revise, add to, delete or modify any article or section of this Negotiated Agreement. The bylaws of the LPDC shall not conflict with this Agreement.

ARTICLE 29. HEALTH INSURANCE COMMITTEE

A six (6) member Health Insurance Committee shall be established with two (2) SSSPA and two (2) SEA representatives appointed by the Associations and two (2) representatives appointed by the Administration. At least one member from each side shall also be a member of the party's bargaining team.

The purpose of the Committee shall be to maintain or improve the quality of health care and, if possible, lower the cost of health insurance for all enrollees of any District health insurance plan. The duties of the Committee shall be to review and analyze all pertinent healthcare and health insurance information germane to the stated purpose of the Committee and recommend policy regarding health insurance and healthcare systems for the district.

The Committee may conduct a competitive proposal for health consulting services. Once accomplished, the Committee may work with the consultant to produce a request for proposal (RFP) on the district's current health plan and alternatives chosen by the Committee. Once bids are received and reviewed by the Committee, Committee members may recommend a health plan to their respective bargaining teams. The authority to bargain health insurance shall remain with the bargaining teams to the extent as permitted by law.

The Committee shall continue for the life of the agreement. Between annual health plan renewals, the Committee shall collect complaints from plan participants in a regular fashion and submit them to the third party administrator. The Committee shall receive a semi-annual report on the number and types of concerns forwarded to the appropriate health insurance company and the company's resolution of those issues.

The Administration shall provide the Committee with health and finance information as requested subject to applicable law. Release time for the members of the Committee shall be provided.

Work products shall be furnished to the Administration and Association on a semi-annual basis.

ARTICLE 30. JOB SHARING

A. FORMATION OF TEAMS

1. A Job Sharing Team shall be composed of two (2) part-time employees sharing one (1) full-time position. Bargaining unit members who are seeking to form a possible Job Sharing Team for the following school year must notify the Superintendent prior to April 1st.

2. All members making application for Job Sharing positions shall receive notification of acceptance or rejection no later than June 1st.

B. ASSIGNMENT

The Job Sharing Team shall present a proposed teaching schedule, including all building responsibilities to the Building Principal for his/her approval, subject to final approval by the Superintendent. Schedules shall include such responsibilities as in-service meetings, Parent-Teacher Conferences, attendance at Open House, etc. Staff meetings will be attended by one (1) member of the Team depending on when they are held (a.m. or p.m.), and that member shall inform the other member of the Team of the meeting content.

C. REINSTATEMENT TO FULL-TIME

1. Once a Job Sharing Team is established, it shall remain in effect until such time as

   a. A full-time position becomes available; and

   b. One or both of the Team members wishes to revert to full-time status; and

   c. The Administration agrees to offer a full-time position to a Team member.

2. If one (1) Team member applies for said full-time position and the Team member is accepted to that position, the remaining Team member shall have the option of remaining half time or being reinstated to full-time status in that position.

3. If both Team members apply for reinstatement to full-time status and both are accepted to fill the positions available, the most senior Team member shall be entitled to his/her choice of position.

D. COMPENSATION AND FRINGE BENEFITS

Job Sharing shall be cost-neutral. Members assigned to part-time positions under this Section shall be scheduled to work one-half (1/2) day each day of the school year. Compensation shall be at one-half (1/2) the level which the member would receive under a full-time contract. If a member elects to take fringe benefits, costs for Hospitalization, Term Life Insurance and Dental coverage shall be shared equally by the member and the Board. Sick Leave shall accrue at the rate of seven and one-half (7.5) days per year.

E. SUBSTITUTING

1. In the event that one (1) member of the Job Sharing Team suffers an extended illness [twenty (20) days or more] or takes a leave of absence, the other member of the Job Sharing Team may assume the full-time status if he/she chooses at full pay and benefits. If a member chooses to assume the full-time status for the partner who is on leave or extended illness, such member shall be awarded full pay and benefits from the first day he/she assumes the full-time responsibility.

2. Members of a Job Sharing Team may substitute for each other on a casual basis for substitute pay.

F. SENIORITY AND SALARY SCHEDULE ADVANCEMENT

Members of a Job Sharing Team shall be granted one-half (1/2) year of continuous service for System seniority. Service credit for STRS shall be calculated according to STRS guidelines. Each member of a Job Sharing Team shall earn a full step increment on the Salary Schedule.

G. LAYOFF

The Job Sharing Team shall be treated as one position for purposes of layoff. If one of the partners is the least senior in that certification, he or she is laid off. The remaining Job Share partner becomes full-time. The layoff would continue with the next least senior person in that certification.

ARTICLE 31. PROGRESSIVE DISCIPLINE

A. STANDARDS OF DISCIPLINE

1. No bargaining unit member shall be disciplined by the Board or any of its agents in an arbitrary and capricious manner or without just cause. If an employee receives a pre-disciplinary letter directing him/her to a meeting to answer allegations with a copy to the personnel file, and the pre-disciplinary meeting results in the employee being cleared of any or all of the allegations, a notation stating same shall be attached to said pre-disciplinary letter and included in the personnel file. Termination of a bargaining unit member's contract shall be in accordance with 3319.16 of the Ohio Revised Code.

2. When a bargaining unit member is placed on administrative leave, the affected bargaining unit member shall verbally be made aware of the specific allegations which have been made. Any investigation shall be completed as soon as practicable.

B. DISCIPLINARY STEPS

Disciplinary action shall consist of three (3) steps. If there is a serious offense, disciplinary action may be initiated at any level. Discipline may include repetition of a step.

Step One: Verbal warning(s) with note to personnel file signed by the employee.

Step Two: Written reprimand(s).

Step Three: One to ten-day suspension with or without pay.

ARTICLE 32. DURATION AND INTENT OF AGREEMENT

A. This Contract has been negotiated in good faith and has been ratified and fully explained to the Streetsboro Board of Education and the Streetsboro Education Association, and shall be effective July 1, 2026 and continue in full force and effect through June 30, 2029.

B. This Contract shall supersede all conflicting laws as well as all policies, rules, regulations, or practices of the Board which are specifically restricted by this Contract, except as otherwise specified in O.R.C. 4117.10(A). Except as specifically agreed to in the provisions of this Contract, the Board hereby retains all of the rights and responsibilities of each public employer.

C. If any provision of this Contract, or any application of this Contract, to the Board, the

Administration, the Association, or to any bargaining unit member is found to be contrary to law following a final and binding court decision after all appeals and/or timelines for appeal have expired, all other provisions of this Contract shall remain in full force and effect and only such provision or application shall be deemed invalid except to the extent permitted by law and until such time as the parties can meet to negotiate provisions which are in conformity with the applicable laws. Such negotiations shall be in accordance with the provisions of Article 2 of this Contract.

D. Both parties and their constituents agree to comply with the provisions of this Contract and the full rights of nondiscrimination due to race, color, creed, and sex is implied and incorporated.

E. This Contract shall be subject to modification and/or supplement as prescribed by mutual consent of the parties. Upon ratification, such modification and/or supplement shall become an amendment of the Contract.

F. SEA will hold Board of Education harmless on any ULP that may be filed related to communication of terms of this agreement for the implementation purposes of the SSPA.

STREETSBOR BOARD OF EDUCATION	STREETSBORO EDUCATION ASSOCIATION
BOARD PRESIDENT	SEA PRESIDENT
BOARD CONSULTANT	LABOR RELATIONS CONSULTANT
SUPERINTENDENT	NEGOTIATING TEAM MEMBER
TREASURER	NEGOTIATING TEAM MEMBER
NEGOTIATING TEAM MEMBER	NEGOTIATING TEAM MEMBER
NEGOTIATING TEAM MEMBER	NEGOTIATING TEAM MEMBER

This Agreement and Appendices were accepted by the Streetsboro Board of Education at the meeting of 5-14-2026.

APPENDIX A

STREETSBORO CITY SCHOOL DISTRICT
ALL-PURPOSE LEAVE REQUEST FORM

Name_____Building_____

Date(s) of Leave _____

Number of Working Days to be Absent: _____

1. (Check One Only)

____ Sick Leave: (Does not require administrative approval)
____ Personal illness or injury
____ Exposure to contagious disease
____ Pregnancy
____ Illness, injury, or death in immediate family (list name and relationship)
_____

____ Personal Leave (Requires three-day notice unless emergency)
(Personal Leave does not require stated reasons)
____ Professional Leave (Attach date, place, nature, and estimated cost)
Is Professional Leave funded by grant? ___No ___Yes _____
Name of Grant
____ Jury Duty (Attach notice)
____ Compulsory Leave (Attach substantiation)
____ Assault Leave
____ Association Leave
____ Association Participation Leave _____
Specify
____ Maternity/Parental Leave of Absence (Attach physician's verification)
____ Sabbatical Leave of Absence (Attach synopsis of program)
____ Study Leave of Absence (Attach plan)

2. Substitute Required: _____Yes _____No

_____Approved _____Denied

_____	_____	_____
Employee Signature	Principal/Supervisor Signature	Superintendent
Date_____	Date_____	Date_____

White - Board Office Yellow - Sub Caller Pink – Employee

Ohio Teacher Evaluation System | **Self-Assessment**

Self-Assessment Summary Tool

Name:
Date:

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 two priorities for the upcoming year. Note these two priorities with check marks in the far-right column.

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			

Appendix B-1 Teacher Self Assessment 2 of 2

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

Professional Growth Plan

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

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

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

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

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

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

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

Comments:

Teacher's Signature:_____ Date: _____

Evaluator's Signature: _____ Date: _____

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

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____

Building: _____

Date of Improvement Plan Conference: _____

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

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

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

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

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

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

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.

Sample Pre-Conference Questions to Guide a Coaching Conversation

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

INSTRUCTIONAL PLANNING

FOCUS FOR LEARNING

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

KNOWLEDGE OF STUDENTS

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

INSTRUCTION AND ASSESSMENT

LESSON DELIVERY

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

CLASSROOM ENVIRONMENT

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

ASSESSMENT OF STUDENT LEARNING

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

PROFESSIONALISM

PROFESSIONAL RESPONSIBILITIES

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

Teacher Performance Evaluation Rubric

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

ORGANIZATIONAL AREA: INSTRUCTIONAL PLANNING					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
FOCUS FOR LEARNING (Standard 1: Students, Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction) *Possible Sources of Evidence: pre-conference, artifacts, portfolios, analysis of student data, lesson plans, student surveys, common assessments*	**Use of High-Quality Student Data** Element 1.1 Element 1.2 Element 1.3 Element 3.3	The teacher does not use high-quality student data to develop measurable and developmentally appropriate student growth goal(s).	The teacher uses one source of high-quality student data and attempts to analyze patterns to develop measurable and developmentally appropriate student growth goal(s). The analysis may be incomplete or inaccurate.	The teacher thoroughly and correctly analyzes patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s).	The teacher thoroughly and correctly analyzes trends and patterns in at least two sources of high-quality student data to develop measurable and developmentally appropriate student growth goal(s) and monitors student progress toward goal(s). The teacher plans for the facilitation of developmentally appropriate student data collection and strategies to assist in student goal setting and progress monitoring.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Connections to prior and future learning Element 1.2 Element 2.1 Element 2.2 Element 2.4	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 students 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

	Element 2.5				disciplines and/or real-world experiences. The teacher plans lessons that use the input and contributions of families, colleagues and/or other professionals to understand each student's prior knowledge while supporting the student's development.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Connections to state standards and district priorities Element 2.3 Element 4.1 Element 4.7	The teacher's instructional plan does not reference Ohio's Learning Standards.	The teacher's instructional plan references Ohio's Learning Standards, but goals and activities do not align with student needs, school and district priorities or the standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards.	The teacher's instructional plan incorporates activities, assessments and resources, including available technology, that align with student needs, school and district priorities, and Ohio's Learning Standards. The teacher participates in studying and evaluating advances in content and/or provides input on school and district curriculum.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
KNOWLEDGE OF STUDENTS	**Planning instruction for**	The teacher's instructional plan makes	The teacher's instructional plan makes minimal	The teacher's instructional plan reflects connections to	The teacher's instructional plan reflects consistent

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

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
LESSON DELIVERY (Standard 2: Content, Standard 3: Assessment, Standard 4: Instruction, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) *Possible Sources of Evidence: pre-conference, post-conference, formal observation,*	**Communi-cation with students** Element 2.2 Element 4.3 Element 4.6 Element 6.1	The teacher does not communicate learning goals and expectations for mastery and does not model exemplary performance to students. Students cannot discern learning goals. Differentiated learning goals are not used. The teacher does not demonstrate content knowledge by using content-specific, developmentally appropriate language or content-specific strategies. There is no student engagement.	The teacher inconsistently communicates learning goals, expectations for mastery and models of exemplary performance to students. There is limited use of differentiated learning goals. The teacher demonstrates some content knowledge by using limited content-specific, developmentally appropriate language and limited content-specific strategies. Students demonstrate little engagement in the lesson.	The teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals, expectations for mastery and models of exemplary performance to students. The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies	The teacher is consistent and effective in communicating differentiated learning goals (such as needs based, interest based, strength based), expectations for mastery and models of exemplary performance to students through multiple communication techniques. The teacher consistently demonstrates content knowledge by using content-specific, developmentally appropriate language and content-specific strategies to engage students. The teacher's communication strategies and questioning techniques engage students in

classroom walk-throughs/informal observations, peer review		The teacher does not give students feedback.	Feedback to students is general, occasional or limited and may not always support student learning.	and questioning techniques check for understanding and encourage higher-level thinking. The teacher gives students substantive, specific and timely feedback to support their learning.	higher-level and creative thinking and stimulate student-to-student interactions. The teacher gives students substantive, specific and timely feedback to support individual student learning. The teacher gives students opportunities to engage in self-assessment, provide feedback to each other and reflect on their own strengths and challenges.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
LESSON DELIVERY *(continued)*	**Evidence**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities.	Learning is primarily teacher directed. Students participate in whole class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.	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.

		There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	Teachers give 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.	Teachers routinely promote opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
DOMAINS	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
CLASSROOM ENVIRONMENT (Standard 1: Students, Standard 5: Learning Environment) *Possible Sources of Evidence: pre-conference, post-conference, formal observation, classroom walk-throughs/informal observations, peer review, student surveys*	**Classroom routines and procedures** Element 5.5	The teacher has not established routines and procedures. Effective transitions are not evident, resulting in a significant loss of instructional time and frequent off-task behavior.	The teacher establishes routines and procedures but uses them inconsistently. Transitions are sometimes ineffective, resulting in a loss of instructional time. Off-task behavior is sometimes evident. The teacher makes decisions about classroom operations.	The teacher consistently uses routines, procedures and transitions that effectively maximize instructional time. On-task behavior is evident. Students assume appropriate levels of responsibility for effective operation of the classroom.	The teacher and students have collaboratively established consistent use of routines, procedures and transitions that are effective in maximizing instructional time. On-task behavior is evident and ensured by students. Students initiate responsibility for effective operation of the classroom.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Classroom climate and cultural competency	There is no evidence of rapport or expectations for respectful, supportive and caring interactions	There is some evidence of rapport and expectations for respectful, supportive and caring interactions with and	There is consistent evidence of rapport and expectations for respectful, supportive and caring	The teacher intentionally creates a classroom environment that shows consistent evidence of rapport and expectations for

	Element 1.4 Element 5.1 Element 5.2	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 the student sense of well-being.	among students and the teacher. There is inconsistent demonstration of regard for student perspectives, experiences and culture. The teacher is aware of needs related to student sense of well-being but does not address them effectively.	interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to the student sense of well-being.	respectful, supportive and caring interactions with and among students and the teacher. There is demonstration of regard for student perspectives, experiences and culture. The teacher models expectations and behaviors that create a positive climate of openness, respect and care. The teacher anticipates and effectively addresses needs related to the student sense of well-being. The teacher seeks and is receptive to the thoughts and opinions of individual students and the class. When appropriate, the teacher includes other school professionals and/or community resources to ensure all students are recognized and valued.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
ASSESSMENT OF STUDENT LEARNING (Standard 1: Students, Standard 3: Assessment) *Possible Sources of Evidence: pre-conference, formal observation, classroom walk-throughs/informal observations,*	**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 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 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	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

assessments, student portfolios, post-conference		The teacher does not share evidence of student learning with students.	The teacher shares evidence of student learning with students.	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.	differentiate to meet individual student needs. The teacher shares evidence of student learning with colleagues, parents and students to collaboratively plan instruction to meet individual student needs.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Evidence of student learning Element 1.3	The teacher's assessment data demonstrates no evidence of growth and/or achievement over time for most students.	The teacher uses one source of high-quality student data to demonstrate clear evidence of appropriate growth and/or achievement over time for some students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of expected growth and/or achievement for most students.	The teacher uses at least two sources of high-quality student data to demonstrate growth and/or achievement over time, showing clear evidence of above expected growth and/or achievement for most students.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

ORGANIZATIONAL AREA: PROFESSIONALISM					
Domains	**Components**				
		Ineffective	**Developing**	**Skilled**	**Accomplished**
PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication, Standard 7: Professional Responsibility and Growth)	**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.
Possible Sources of Evidence:	**Evidence**	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Professional Growth Plan or Improvement Plan, pre-conference, post-conference, artifacts, self-assessment, peer review	**Communication and collaboration with colleagues** Element 6.3	The teacher does not communicate and/or collaborate with colleagues.	The teacher inconsistently or unsuccessfully communicates and/or collaborates with colleagues, resulting in limited improvement of professional practice.	The teacher effectively communicates and collaborates with colleagues to examine instructional practice and analyze patterns in student work and student data to identify and implement targeted strategies for improving professional practice.	The teacher initiates effective communication and collaboration with colleagues outside the classroom, resulting in improvements in student learning, individual practice, school practice and/or the teaching profession.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	District policies and professional responsibilities Element 7.1	The teacher demonstrates a lack of understanding and regard for district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates minimal understanding of district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators.	The teacher demonstrates understanding by following district policies, state and federal regulations, and the Licensure Code of Professional Conduct for Ohio Educators. The teacher exemplifies effective leadership characteristics beyond the classroom. The teacher helps shape policy at the school, district or state level.
	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
	Professional learning Element 7.2 Element 7.3	The teacher sets short-term and long-term professional goals but fails to monitor progress or take action to meet the goals.	The teacher sets and monitors short-term and long-term professional goals but fails to take appropriate action to meet the goals.	The teacher sets short-term and long-term professional goals and monitors progress in meeting them based on self-reflection and data analysis. The teacher takes appropriate action to meet the goals.	The teacher consistently pursues best practices and sets, monitors and reflects on progress toward meeting short-term and long-term professional goals based on data analysis to improve student learning. The teacher takes appropriate action to meet the goals. The teacher collaborates with colleagues and others to share best practices.

	Evidence	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

OTES 2.0 Teacher Performance Rating Definitions

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

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

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

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

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

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

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

AND

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

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

#EachChildOurFuture

High-Quality Student Data Verification Form

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

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

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

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

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

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

AND

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

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

Comments: Click or tap here to enter text.

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

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

FINAL March 27, 2020

Ohio Department of Education

Planning for the Post-Conference
Ohio Teacher Evaluation System 2.0

Post-Conference Planning

The goal for the conference leader is to cognitively coach the teacher through the use of reflective questions.

Considerations
Before deciding which reflective questions are best matched to the educator's performance and goals, consider the following:

- What focus area(s) might be/were identified after the Formal Holistic Observation? What evidence has been demonstrated to support growth in the focus area(s)?
- What are the teacher's goals on the Professional Growth Plan (PGP)? Do the measurable indicators identified on the PGP demonstrate progress on the plan?
- What does the teacher's high-quality student data (HQSD) demonstrate about instruction and student learning?
- How has the teacher provided evidence of *use* of the HQSD to impact student learning and teacher practice?
- What further supports might this teacher need to enhance practice and demonstrate growth?

Reflective Questions
The number and type of focus area(s) (strength and/or area of growth) are determined locally.

- Record 3 to 5 reflective questions aligned to the identified focus area(s) that would enhance a strength and/or support an area of growth.
  1.
  2.
  3.
  4.
  5.

Three Key Elements of the Instructional Post-Conference

Conducting the Post-Conference

1. Introduction/Greeting/Establish Length
   - Review Conference Process
   - General Impression Question: "How do you think the lesson went?"

2. Focus area(s)
   - Discuss identified focus area(s)
   - Ask self-reflection question/s
   - Provide evidence from notes
   - Share resources and supports

3. Present evidence and rating connected to the rubric.

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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:

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

FINAL March 27, 2020

- Teachers rated Ineffective – Determined by evaluator

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

Make Time to Follow Up

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

Teacher-Driven Observations

While it is recognized that evaluators have many demands on their time, encouraging teachers to identify instructional periods for the evaluator to observe can be a means for the evaluator to collect evidence related to the teacher's identified focus area(s).

Types of Data

Data collected as evidence of teacher practice may be quantitative, qualitative, or a combination of both. Quantitative data includes measures of values or counts expressed as numbers. For example, the evaluator could use a checklist to tally the types of questions asked (higher versus lower levels). The evaluator might also chart the number and types of assessments used. Qualitative data can include scripted notes detailing patterns of activities, feedback shared and events observed. In both cases, accuracy is essential to ensure the credibility of the process and the evaluator.

Walkthroughs/Informal Observations
Ohio Teacher Evaluation System 2.0

Walkthrough: General Form

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

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

Directions: This form serves as a record of a walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation, nor is this an exhaustive list of evidence that may be observed. This record, along with records of additional informal observations, will be used to inform the holistic evaluation of the teacher.

EVALUATOR OBSERVATIONS	
☐ Teacher is consistent and effective in communicating appropriate, needs-based, differentiated learning goals	☐ Communication strategies and questioning techniques check for understanding and encourage higher-level thinking
☐ Instructional time is used effectively	☐ Information is presented in multiple formats
☐ Teacher combines collaborative and whole class learning opportunities	☐ Routines, procedures and transitions are consistent, effective and maximize instructional time
☐ Rapport and expectations for respectful, supportive and caring interactions with and among students and the teacher are evident	☐ Feedback is substantive, specific, timely and supports student learning
☐ Lesson makes clear and coherent connections with student prior learning and future learning	☐ Teacher selects, develops and uses multiple assessments
☐ Teacher demonstrates content knowledge and uses content-specific language and strategies to engage students	☐ Teacher uses differentiated instructional strategies and resources for groups of students
☐ Other:	☐ Other:

Identified Focus Area(s) and Aligned Evidence, if Applicable:

Evaluator Summary Comments:

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

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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

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 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 _____

Appendix B-10 Library/Media

Streetsboro City Schools
Librarian/Media Specialist Evaluation Report

Librarian's Name_____ School_____ Grade/Age Levels_____
Evaluator's Name_____ School Year_____ Evaluation Conference Date_____

Instructions: Please rate the librarian's performance on any of the criteria for which you have appropriate data. Refrain from scoring in areas for which you do not have data.

1. Planning and Organization
   - 1.a. Establishes goals for the library
   - 1.b. Implements/maintains processes for selecting, processing, and inventorying materials
   - 1.c. Establishes appropriate schedules for teachers and students
   - 1.d. Completes reports accurately
   - 1.e. Maintains suitable budget and accounting procedures

	Ineffective	Developing	Skilled	Accomplished	N/A
1.a.					
1.b.					
1.c.					
1.d.					
1.e.					

2. Library Skills
   - 2.a. Maintains print and non-print material in good condition that is supportive of curriculum
   - 2.b. Provides an organized and welcoming environment
   - 2.c. Provides fair and effective supervision of assistants and volunteers
   - 2.d. Maintains written circulation policies and procedures
   - 2.e. Incorporates technology into instruction

	Ineffective	Developing	Skilled	Accomplished	N/A
2.a.					
2.b.					
2.c.					
2.d.					
2.e.					

3. Instructional Leadership
   - 3.a. Demonstrates knowledge of the curriculum
   - 3.b. Assists classroom teachers in obtaining supportive materials
   - 3.c. Develops/maintains/improves instructional program of the library
   - 3.d. Carries out procedures for orientation and supervision of the library

	Ineffective	Developing	Skilled	Accomplished	N/A
3.a.					
3.b.					
3.c.					
3.d.					

4. School and Community
   - 4.a. Promotes positive relationships between the school and parents/ community
   - 4.b. Maintains good relationships with faculty, parents and students

	Ineffective	Developing	Skilled	Accomplished	N/A
4.a.					
4.b.					

5. Professional Responsibilities (Can be demonstrated/observed at times outside of the formal observation. This would include working with the library aide.)

   A. Professionalism
   - A.1. Relates to colleagues, parents, students and others in an ethical and professional manner
   - A.2. Works to establish and maintain open lines of communication with students, parents and colleagues concerning both the academic and behavioral progress of students
   - A.3. Resolves student and parent concerns and problems in a constructive manner
   - A.4. Maintains a professional demeanor and appearance
   - A.5. Follows adopted policies, regulations and guidelines
   - A.6. Maintains accurate and appropriate record keeping

5	Ineffective	Developing	Skilled	Accomplished	N/A
A.1.					
A.2.					
A.3.					
A.4.					
A.5.					
A.6.					

   B. Cooperates and Collaborates With Other Professionals For Student Benefit
   - B.1. Works with staff and administration to accomplish the school mission, goals, programs, and activities
   - B.2. Aligns goals/standards across classrooms/grade level
   - B.3. Collaborates with colleagues to share teaching insights, enhance students' learning or address specific problems
   - B.4. Demonstrates willingness to share in school related activities that promote positive public relations

5	Ineffective	Developing	Skilled	Accomplished	N/A
B.1.					
B.2.					
B.3.					
B.4.					

ADDITIONAL COMMENTS: _____

LIBRARIAN'S COMMENTS: _____

_____ _____ _____ _____
Library/Media Specialist's Signature Date Evaluator's Signature Date

Streetsboro City Schools
Librarian/Media Specialist's Observation Form

Librarian's Name_____ School_____ Grade/Age Levels_____
Evaluator's Name_____ School Year_____ Evaluation_____ Conference_____

Instructions: Please rate the librarian's performance on any of the criteria for which you have appropriate data. Refrain from scoring in areas for which you do not have data. . Specific evidence is required for any deficiency

1. Planning and Organization
   COMMENTS
   - ☐ 1.a. Establishes goals for the library
   - ☐ 1.b. Implements/maintains processes for selecting, processing and inventorying materials
   - ☐ 1.c. Establishes appropriate schedules for teachers and students
   - ☐ 1.d. Completes reports accurately
   - ☐ 1.e. Maintains suitable budget and accounting procedures

2. Library Skills
   - ☐ 2.a. Maintains print and non-print material in good condition that is supportive of curriculum
   - ☐ 2.b. Provides an organized and welcoming environment
   - ☐ 2.c. Provides fair and effective supervision of assistants and volunteers
   - ☐ 2.d. Maintains written circulation policies and procedures
   - ☐ 2.e. Incorporates computer assisted instruction

3. Instructional Leadership
   - ☐ 3.a. Demonstrates knowledge of the curriculum
   - ☐ 3.b. Assists classroom teachers in obtaining supportive materials
   - ☐ 3.c. Develops/maintains/improves instructional program of the library
   - ☐ 3.d. Carries out procedures for orientation and supervision of the library

4. School and Community
   - ☐ 4.a.Promotes positive relationships between the school and parents/community
   - ☐ 4.b. Maintains good relationships with faculty, parents and students

5. Professional Responsibilities (Can be demonstrated/observed at times outside of the formal observation. This would include working with the library aides.)
   A. Professionalism
   - ☐ A.1. Relate to colleagues, parents, students and others in an ethical
   - ☐ and professional manner
   - ☐ A.2. Works to establish and maintain open lines of communication with students, parents and colleagues concerning both the academic and behavioral progress of students
   - ☐ A.3.Resolves student and parent concerns and problems in a constructive manner
   - ☐ A.4. Maintains a professional demeanor and appearance
   - ☐ A.5. Follows adopted policies, regulations and guidelines
   - ☐ A.6. Maintains accurate and appropriate record keeping

   B. Cooperates and Collaborates With Other Professionals For Student Benefit
   - ☐ B.1. Cooperates with staff and administration to accomplish the school mission, goals, programs, and activities
   - ☐ B.2. Aligns goals/standards across classrooms/grade level
   - ☐ B.3. Collaborates with colleagues to share teaching insights, enhance students' learning or address specific problems
   - ☐ B.4. Demonstrates willingness to share in school related activities that promote positive public relations

ADDITIONAL COMMENTS: _____

LIBRARIAN'S COMMENTS:_____

_____ _____ _____ _____
Library/Media Specialist's Signature Date Evaluator's Signature Date

Streetsboro City School District
School Psychologist (SP) Evaluation System, Revised August 2016

Directions: This evaluation system is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the school psychologist (SP). The scoring process is expected to occur upon completion of each 30 minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the formal observation, the post-conference, as well as informal observations (if applicable). When completing the performance rubric, note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, the SP should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

Date of Observation: Beginning Time: Ending Time:
Observation Notes (note where and how the evaluation was conducted e.g., interviews; direct observation, record reviews, etc.):

Screening				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Screening *Sources of Evidence:* • Pre-Conference • Formal Observation • Review of Records	SP is unable to accurately match and/or adapt screening procedures or select appropriate screening instrument. SP is unable to administer, score, or interpret results. SP does not follow department guidelines or ODE rules for reporting screening results.	SP is able to accurately match and/or adapt screening procedures or select appropriate instrument with guidance. SP demonstrates difficulty in administering, scoring, or interpreting screening results. SP follows department screening guidelines and/or ODE rules for reporting screening results with supervision.	SP accurately matches and/or adapts screening procedures; SP is able to select appropriate screening instruments and administer, score, and interpret results correctly. Department guidelines and ODE rules for reporting screening results are routinely followed.	SP accurately matches and/or adapts screening procedures; SP is able to select appropriate screening instruments and administer, score, and interpret results correctly and independently. SP makes appropriate recommendations to guide future decision-making. Department guidelines and ODE rules for reporting screening results are followed.
EVIDENCE				

Planning				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Evaluation Planning: Referral *Sources of Evidence:* • Pre-Conference • Formal Observation • Records Review	PR04 (Referral) is not provided or omits identifying information (e.g., addresses). SP does not provide statement as to why child is being referred for evaluation. Data is not provided as to relevant information (e.g., from EI interventions); other required information omitted or left blank. Required signatures not obtained.	PR04 provided but contains errors in completion of required information (interventions with results not provided; signatures not obtained, etc.).	PR04 provided and contains the minimal required amount of information.	PR04 provided and contains enough information that leads reviewer to understand why an evaluation was/was not conducted. The PR04 is provided at the evaluation conference and is included in the evaluation team report (ETR).
EVIDENCE				

Planning				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Evaluation Planning: Planning Form *Sources of Evidence:* • Pre-Conference • Formal Observation • Records Review	The planning form (PF) is not provided or is blank.	The PF contains numerous procedural errors or omissions. Required dates and/or signatures have not been obtained. The PF does not match or address the evaluation needs reported in the ETR.	The PF is completed accurately with required information, signatures, and dates. The information contained in the PF matches what was reported in the ETR.	The PF is completed accurately and matches what was reported in the evaluation. The PF is presented at the evaluation conference and is included in the ETR.
EVIDENCE				
Evaluation Planning: Prior Notice (PR01) Parent Consent (PR05) *Sources of Evidence:* • Pre-Conference • Formal Observation • Records	PR01 is not provided, questions left blank or SP does not appropriately address required information. PR05 is not provided.	PR01 provided yet minimally addresses required information. PR05 is provided yet required sections not completed.	PR01 provided and addresses required information. PR05 is provided and correctly completed.	PR01 is provided and includes sufficient information that the evaluator is able to understand the purpose and rationale of the SP's decision. PR05 is correctly completed; both documents are presented at the evaluation conference and are included in the final ETR.

Review				
EVIDENCE				
Evaluation Planning: Invitation (PR02) Documentation of Attempts (DOA) *Sources of Evidence:* • Pre-Conference • Formal Observation • Records Review	The PR02 is not provided or is blank. The DOA is not provided.	The PR02 is provided but numerous omissions of required information is present. The DOA is provided but not completed.	PR02 is provided and is appropriately completed. The DOA is provided and appropriately completed.	PR02 is provided and is appropriately completed. Both the PR02 and DOA are presented at the evaluation conference and included in the final ETR.

Evaluation				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Evaluation Assessment Quality Timelines *Sources of Evidence:* • Pre-Conference • Formal Observation • Records Review E	SP is unable to select appropriate evaluation instruments or administers inappropriate tests in areas of suspected disability. Quality of information included in report is insufficient and/or does not address requirements. SP does not meet mandated timelines for completion of evaluation. Interpretation of results is not done in a meaningful way. The SP administers and interprets tests inaccurately. The ETR does not utilize other team members and does not match what was outlined in the Planning Form (PR01).	SP is sometimes able to select appropriate evaluation tools; consistent errors in scoring and interpreting results are present. There are persistent errors in paperwork completion; time requirements are sometimes met. Limited information is provided in the ETR to plan for educational purposes or to determine eligibility. The ETR is difficult to read and uses professional jargon that is not readily understood by parents and the IEP team. The SP offers limited interpretation of the results. The ETR sometimes matches what is contained in the Planning Form.	SP accurately selects and uses appropriate assessment battery. Information provided is usable to determine eligibility for service, guide instruction, and/or assist in IEP goal development. Content is clearly written and understandable. Time requirements are consistently met. ETR demonstrates adequate understanding of the child's unique learning needs. The SP is able to discuss the limitations of an instrument when asked or when administered under non-standardized procedures. The ETR matches what is contained in the Planning Form.	SP selects a comprehensive assessment battery and considers all relevant factors (e.g., age of child; culture, language barriers). The ETR is comprehensive, well written, easy to interpret, and can be used to determine eligibility, guide instruction, and/or assist in IEP goal development. A variety of assessment techniques and tools are used. When applicable, the SP discusses and includes a written statement regarding the limitations of the instruments in cases where validity or reliability is in question. Results are presented in a meaningful way that integrates the learning **and behavioral needs** of the child. Time requirements are always

	The SP rarely uses a variety of sources to make diagnoses and recommendations. Present levels of functioning and educational needs are not communicated.	**The SP uses information from a single source and occasionally analyzes, integrates, or interprets information accurately. The SP does not always communicate accurately, either in written or oral form, the child's present level(s) of functioning and educational needs.**	**The SP analyzes, integrates, and interprets information from a variety of sources. The SP communicates orally and in written form the child's present level(s) of functioning.**	met. The ETR matches what is contained in the planning form. **The SP analyzes, integrates, and interprets information from a variety of sources to make diagnoses and recommendations regarding services. The SP accurately communicates orally and in written form the child's present level(s) of functioning and educational needs.**
EVIDENCE				

Knowledge of Resources				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
EVIDENCE *Sources of Evidence:* • Professional Development Plan or Improvement Plan • Pre Conference • Post Conference • Observation	The SP has little to know knowledge of resources in the district, community or county for students and their families.	The SP demonstrates a basic knowledge of resources available for students and their families available through the district, community or county.	The SP demonstrates a thorough knowledge of resources available for students through the district, community or county and has some familiarity with resources the larger community.	The SP demonstrates extensive knowledge of resources for students available through the district, community or county and in the larger community.
Evidence				

Professionalism				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
EVIDENCE *Sources of Evidence:* • Professional Development Plan or Improvement Plan • Pre Conference • Post Conference • Daily interactions with others	The SP does not present information clearly, logically or accurately with parents, colleagues, and other professionals. The SP uses terminology and phrasing inconsistent with the semantic competency of the audience and includes information that is inaccurate or incomplete. The SP does not listen to others' points of view and fails to provide clarification when needed. **The SP rarely develops appropriate intervention strategies.** The SP demonstrates inappropriate nonverbal communication skills. The SP fails to understand and follow district, state, and or federal regulations, policies, and agreements. The SP fails to demonstrate evidence of the ability to accurately self-assess performance and does not appropriately identify areas for professional development.	The SP uses a variety of strategies to communicate with colleagues, parents and other professionals but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The SP sometimes presents information clearly, logically, and concisely and is aware that he/she sometimes does not communicate clearly. **The SP is occasionally able to develop appropriate intervention strategies.** The SP understands and follows district policies and state and federal regulations at a minimal level and only with constant supervision. The SP identifies strengths and areas for growth to develop and implement targeted goals for professional growth but rarely attends professional development opportunities.	The SP usually presents information clearly, logically, and concisely. The SP uses effective communication strategies with parents, colleagues and other professionals and works effectively with others to examine problems of practice, analyze student data, and identify targeted strategies. **The SP develops effective intervention strategies.** The SP meets ethical and professional responsibilities with integrity and honesty. The SP models and upholds the district policies and state and federal regulations. The SP sets data-based short and long term professional goals and takes action to meet these goals.	The SP communicates **and consults** effectively with parents, colleagues and other professionals. The SP collaborates **and consults** with colleagues to improve personal and team practices by facilitating professional dialogue, observations and feedback and other collegial learning activities. **The SP develops effective intervention strategies based on knowledge and understanding of the child's learning needs.** The SP meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications. The SP sets and regularly monitors data based short and long term professional goals based on self-assessment and analysis of personal and program needs; the SP takes the appropriate steps and actions to meet these goals.
Evidence				

EVIDENCE: *Source of Evidence:* • Pre-conference • Post-conference • Interview • Observation • File Review	The SP is not involved in the creation of and rarely uses data from interventions. The SP does not assist teams in the design and implementation of interventions. **The SP lacks the ability to facilitate team meetings.** **The SP demonstrates minimal tolerance of those from different backgrounds or those who have opinions which are different than the SP.**	The SP is occasionally involved in assisting teams in creating interventions yet does not use data in determining their effectiveness. **The SP sometimes is able to effectively lead multidisciplinary team meetings.** **The SP shows limited awareness of differences in others as it relates to culture, gender, SES, and others' opinions when different from their own.**	The SP is frequently involved in assisting teams in the design and implementation of interventions. The SP is skilled in facilitating team meetings regarding the effectiveness of interventions. The SP usually incorporates the results of the interventions in the ETR. **The SP effectively serves/leads multidisciplinary teams.** **The SP respects differences in others (e.g., SES, cultural, race, gender, etc.) and others' opinions.**	The SP is an integral part of the building/district's intervention assistance team. The SP effectively facilitates team meetings in examining student data and includes the data in the ETR and when making eligibility decisions. **The SP effectively serves/leads multidisciplinary teams and provides meaningful insight in regards to students.** **The SP demonstrates and respects differences in others (e.g., SES, cultural, race, gender, etc.) and others' opinions.**
Evidence				

Combined rating for all four sections (Planning, Evaluation, Resources, and Professionalism):

☐ Ineffective ☐ Developing ☐ Skilled ☐ Accomplished

_____ _____

School Psychologist Signature/Date Evaluator Signature/Date

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Rubric for Evaluating School Psychologists (2102). Juneau School District, Juneau, AK

School Psychologist Evaluation (2012). Winchester Public Schools, Winchester, VA.

Streetsboro City School District
Speech-Language Pathologist Evaluation System, Rev Sept. 2015

Directions: This evaluation system is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the speech-language pathologist (SLP). The scoring process is expected to occur upon completion of each 30 minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the formal observation, the post-conference, as well as informal observations (if applicable). When completing the performance rubric, note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, the SLP should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-or post-observation conferences as well as information from the Professional Growth Plan and/or Improvement Plan (if applicable).

Date of Observation: Beginning Time: Ending Time:
Observation Notes (note where observation occurred, e.g., therapy room; general or special education classroom, etc.):

Evaluation Planning				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Screening and Evaluation *Sources of Evidence:* Pre-Conference Walkthrough Record Reviews Formal Observation *NOTE: This section may not be appropriate for all SLPs*	SLP is unable to accurately match and/or adapt screening procedures or select appropriate screening instrument. SLP is unable to administer, score, or interpret results.	SLP is able to accurately match and/or adapt screening procedures or select appropriate instrument with guidance. SLP demonstrates difficulty in administering, scoring, or interpreting screening results.	SLP accurately matches and/or adapts screening procedures; SLP is able to select appropriate screening instruments and administer, score, and interpret results correctly.	SLP accurately matches and/or adapts screening procedures; SLP is able to select appropriate screening instruments and administer, score, and interpret results correctly and independently.
	SLP is unable to select appropriate evaluation instruments or administers inappropriate tests in areas of suspected disability. Quality of information included in report is insufficient and/or does not address requirements. SLP does not meet mandated timelines for completion of evaluation. Interpretation of results is not done in a meaningful way. Administers and interprets tests	SLP is sometimes able to select appropriate evaluation tools; consistent errors in scoring and interpreting results are present. There are persistent errors in paperwork completion; time requirements are sometimes met. Limited information is provided in the ETR to plan for educational purposes. The SLP demonstrates little knowledge of federal and state	SLP accurately selects and uses appropriate assessment battery. Information provided is usable to determine eligibility for service, guide instruction, and/or assist in IEP goal development. Content is clearly written and understandable. Time requirements are consistently met. ETR demonstrates adequate understanding of the child's unique learning and communication needs.	SLP selects a comprehensive assessment battery and considers all relevant factors (e.g., age of child). ETR is comprehensive, well written, easy to interpret, and can be used to determine eligibility, guide instruction, and/or assist in IEP goal development. A variety of assessment techniques and tools are used. Results are presented in a meaningful way that integrates learning and

	inaccurately. The SLP demonstrates no knowledge of federal and state rules and is not aware of the requirements for informed consent, confidentiality, and due process rights. The SLP is not able to discuss the basic concepts of IDEA.	rules. The SLP has little understanding of the requirements of informed consent, confidentiality, and due process rights. The SLP is able to discuss the basic concepts of IDEA.	The SLP has an appropriate knowledge base of specific federal and state rules. The SLP ensures that informed consent has been obtained and provides explanations regarding confidentiality and due process procedures to parents. The SLP has knowledge of IDEA including the definitions of LRE and FAPE. All paperwork requirements (PR01, Evaluation Team Reports, etc.) are completed and prepared with minimal compliance errors.	communication styles of the child. Time requirements are always met. The SLP has extensive knowledge of and refers to specific federal and state rules verbally and in writing, using precise terms when needed. The SLP ensures that informed consent has been obtained and provides clear/concise explanations regarding confidentiality and due process procedures to parents. The SLP has a thorough knowledge of IDEA including the definitions of LRE and FAPE. All paperwork requirements (PR01, Evaluation Team Reports, etc.) are completed and prepared without compliance errors.
Evidence				

Therapy Skills				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
IEP Planning and Development *Sources of Evidence:* Pre-conference Formal Observation IEP Data Review	SLP is unable to develop a compliant IEP even with assistance. Goals and objectives are not measurable and do not reflect needs from student's ETR. Service delivery options are not individualized. SLP plans the IEP in isolation without consulting child's team and parents. Procedural errors are numerous and timelines are not met. The SLP is unable to assess a student's progress on IEP goals or rarely reports progress.	SLP can, with supervision, develop a compliant IEP. There is little evidence of individualized planning and while some goals and objectives may be measurable, most are not. There are several procedural errors in the written document; timelines are mostly met. There is some evidence of individualization in terms of service delivery options. No evidence exists indicating that the parents or child's team were involved in the planning and development of the IEP. The SLP is sometimes able to accurately evaluate a student's progress.	SLP is able to develop a compliant IEP with few (less than 2) procedural errors. Goals and objectives are measurable and reflect the student's current level of performance and information from the most recent ETR. Services are individualized and appropriate based on the student's needs. There is documentation that the child's team and parents were involved in the development and planning of the child's IEP. The SLP accurately reports student progress.	SLP is able to develop a compliant IEP with no procedural errors. Goals and objectives are measurable; student's profile and present levels of performance are clearly stated and the IEP is individualized. There is clear documentation, referenced in the IEP that the team was involved in the planning and development of the child's IEP. The SLP accurately reports student progress and uses this data to develop new goals and objectives for the IEP annual review.
Evidence				

Therapy Skills				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Therapy Planning, Sequence, Connections, Prior Content and Knowledge of Students *Sources of Evidence:* Preconference Formal Observation Walkthrough Analysis of Student Data	When conducting therapy, the SLP does not provide a clear focus for learning. Therapy plans are non-existent or do not link to the student's IEP. Therapy plans do not build on student's prior knowledge and are isolated from the student's curriculum and IEP. The therapy plan shows little understanding of the student's background and experience or is not provided.	A focus for the activity is present in the therapy plan but it does not relate to the student's IEP or classroom plan. An attempt to connect to the student's previous therapy session is provided yet is not clearly defined. There is some evidence that the SLP draws upon his/her knowledge of the students but this evidence is vague or inappropriate. Therapy plans are rarely developed or have a vague learning outcome.	The SLP has a clear outcome for student learning outlined in the therapy plan. The SLP is able to draw upon clinical observation and connects the student's prior knowledge to future learning. For the preschool child, the SLP plans and sequences therapy that reflects developmental guidelines, the Big Ideas, and monthly/weekly classroom plans. For the school aged child, the SLP plans and sequences therapy that reflects developmental guidelines and is connected to classroom learning. Therapy plans are provided and have a clear focus for learning. The SLP is able to provide an explanation of the students' development, readiness for the task, preferred learning style, background, and prior experiences.	The SLP uses the input from parents and the educational team in understanding each child's prior knowledge in supporting the child's development. There are meaningful and relevant connections between each therapy session supporting what is occurring in the classroom and real-world experiences. The SLP plans and sequences therapy in a way that reflects an understanding of the prerequisite skills needed in the areas of content, context, and communication processes of learning. The SLP accurately provides a rationale as to how therapy fits within the structure and context of the classroom environment. Therapy plans are developed weekly and have a clear focus for learning. The SLP is able to provide an accurate analysis of the students' development, readiness for the task, preferred learning style, background, and prior experiences
Evidence				

Therapy Skills				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Therapy Delivery and Differentiation *Sources of Evidence:* Preconference Formal Observation Walkthrough Informal Observation	Explanations are unclear. Incoherent, or inaccurate and are generally ineffective in building student understanding. The language used by the SLP fails to engage students, is inappropriate to the content and/or context, and discourages independent or creating thinking or responses. The SLP fails to address student confusion or frustration and does not use effective questioning techniques. The session is almost entirely SLP directed. Therapy is all pull-out based with little connection to the classroom environment. The SLP does not attempt to make the lesson accessible and challenging for most students or attempts are developmentally inappropriate. The SLP is unable to provide a rationale as to the technique or therapeutic method used.	SLP explanations are accurate and generally clear but the SLP does not fully clarify information based on student responses; some language used is not developmentally appropriate. The SLP may re-explain a topic when a student shows confusion but is unable to provide an alternative explanation. The session is mostly SLP-directed. Therapy is mostly pull-out but may occur in the classroom. The SLP relies on a single strategy or alternate set of materials to make the session accessible to most students although some may not be able to access certain parts of the session or some may not be challenged. The SLP can provide a vague reason in the technique or therapeutic method used.	Explanations are clear and accurate. Developmentally appropriate strategies (including therapy techniques and language) occur as evidenced by students' attention to task and engagement. Therapy is presented in a way that encourages independent, creative, and critical thinking. The SLP addresses confusion by re-explaining topics when a student does not understand a concept or direction. The SLP employs effective, purposeful questioning techniques; there is a balance of SLP directed instruction and student-led learning. Therapy is provided with a balance of pull-out and classroom based services. The SLP is able to provide a logical rationale for the method OR therapeutic intervention used.	SLP explanations are clear, coherent, and precise. The SLP uses well-timed, individualized and developmentally appropriate strategies and techniques to actively encourage independent, creative, and critical thinking. The SLP anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The therapy session is student-led with the SLP guiding a student's learning. Therapy mostly occurs in the context of the classroom with few pull-out sessions. The SLP matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students. The SLP effectively uses a combination of strategies to address students individual learning needs and provides for varied options as to how a student will demonstrate mastery of a skill. The SLP is able to provide a succinct and logical rationale for the method AND therapeutic intervention used.
Evidence				

Therapy Skills				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Resources *Sources of Evidence:* Preconference Formal observation Walkthrough Informal observation	Therapy materials and resources are not relevant effective, or developmentally appropriate. The SLP is unable to explain why resources/materials were used.	Therapy materials and resources used may be appropriate but do not support or meet individualized students learning and communication needs; materials used are not engaging. The SLP is able to provide a vague or inappropriate rationale as to why resource/materials were used.	Therapy materials and resources are aligned with the classroom in terms of the Big Ideas, monthly, and weekly plans. Materials and resources are appropriate for learning and communication needs and are engaging. The SLP is able to provide a logical explanation as to why resource OR materials were used.	Therapy materials and resources are aligned to instructional purposes and are varied for the students' levels of communication and learning. Materials and resources are engaging for students. The SLP is able to provide a logical rationale as to why material/resources were used.
Evidence				
Therapy Environment *Sources of Evidence:* Preconference Formal Observation Walkthrough	There is little or no evidence of a positive rapport between the SLP and students. The SLP acts disrespectfully to students or ignores their questions or comments.	The SLP is fair in the treatment of students and establishes a basic rapport with them. The SLP addresses students' questions or comments but does not inquire about their overall well-being.	The SLP has positive rapport with students and demonstrates respect for and interest in all students by making eye contact and connecting with individual students.	The SLP has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts, and opinions.
Evidence				

Therapy Skills				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Therapy Environment, Continued	There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. Transitions are inefficient with considerable therapy time lost. Therapy progresses too slowly or too quickly and students are disengaged. The SLP creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate; little monitoring of behaviors occur. The SLP responds to misbehavior inappropriately.	Routines and procedures are in place and the SLP follows the classroom plan for such, but inappropriately prompts or directs students when they are idle. The SLP transitions between activities but occasionally loses some therapy time in the process. The SLP welcomes communication from families and replies in a timely manner. Appropriate expectations are established but some expectations are unclear or do not address the needs of individual students. The SLP inconsistently monitors behavior,	The SLP has positive rapport with students and demonstrates respect for and interest in all students by making eye contact and connecting with individual students. Routines and procedures run smoothly during the session and students assume age-appropriate levels of responsibility during the session. Transitions are efficient and occur smoothly. There is evidence that therapy is individualized for the student (e.g., classroom, therapy room, small group/whole group, etc.). The SLP engages in two-way communication and offers a variety of activities for families to support their child's communication. The SLP follows the classroom management system established by the teacher OR incorporates such into the therapy setting. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.	Routines are well established and orderly. Transitions are seamless as the SLP effectively maximizes instructional time and combines a variety of settings in order to meet the students' needs. The SLP engages in two-way ongoing communication with families. The SLP follows the classroom management system established by the teacher and has incorporated this system into the therapy setting. Students are encouraged to take responsibility for their behavior. The SLP uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.
Evidence				

Therapy Skills				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Data Collection **Assessment of Student Learning** *Sources of Evidence:* Preconference Walkthroughs Formal Observation Post Conference	The SLP does not routinely use data collections methods to measure student mastery. The SLP rarely or never checks for student understanding. The SLP fails to make adjustments in response to student confusion. The SLP persists in using a particular treatment strategy even when data suggests that the approach is not succeeding. The SLP does not provide students with feedback about their learning.	The SLP uses an assessment strategy or tool to measure student mastery but may not use the results to determine therapy progression. The SLP checks for student understanding and makes attempts to adjust therapy accordingly, but these adjustments cause additional confusion. The SLP gathers and uses student data from a few sources to choose appropriate therapy strategies. The SLP provides students occasional or limited feedback regarding their performance.	The SLP routinely uses a data collection method to measure student progress; this data is used to identify students' strengths and needs; therapy is modified accordingly. The SLP checks for understanding at key moments and makes adjustments to the type or place of therapy; the SLP responds to student misunderstandings by providing additional clarification. The SLP gathers and uses student data from a variety of sources to choose and implement appropriate therapeutic techniques. The SLP provides substantive, specific, and timely feedback of student progress to students, families, and staff while maintaining confidentiality.	The SLP routinely uses a data collection method to measure student progress; this data is used to identify students' strengths and needs; therapy is modified accordingly. Additionally, the SLP examines the data to reveal trends and patterns. The SLP continually checks for understanding and makes adjustments accordingly. When an explanation is not effective the SLP adjusts quickly and seamlessly within the session and uses an alternative way to explain the concept. By using data from a variety of sources, the SLP appropriately adapts therapy methods and materials and paces therapy to meet the needs of individual students. The SLP provides substantive, specific, and timely feedback of student progress to students, families, and staff while maintaining confidentiality. The SLP provides students the opportunity to engage in self-assessment and show awareness of their own strengths and weaknesses. The SLP uses student data to reflect on his or her own therapy skills and to monitor his/her own strategies and behaviors in relation to student success.
Evidence				

Evidence (continued)				
Professionalism				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
Professional Responsibilities *Sources of Evidence:* Professional Development Plan OR Improvement Plan Preconference Post Conference Walkthrough Formal Observation	The SLP does not present information clearly, logically or accurately with students, families, and colleagues. The SLP uses terminology and phrasing inconsistent with the semantic competency of the audience and includes information that is inaccurate or incomplete. The SLP does not listen to others' points of view and fails to provide clarification when needed. The SLP demonstrates inappropriate nonverbal communication. The SLP fails to understand and follow regulations, policies, and agreements. The SLP fails to demonstrate evidence of the ability to accurately self-assess performance and to appropriately identify areas for professional development.	The SLP uses a variety of strategies to communicate with students and families and collaborates with colleagues but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The SLP sometimes presents information clearly, logically, and concisely and is aware that he/she sometimes does not communicate clearly. The SLP understands and follows district policies and state and federal regulations at a minimal level and only with constant supervision. The SLP identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	The SLP usually presents information clearly, logically, and concisely. The SLP uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student data, and identify targeted strategies. The SLP meets ethical and professional responsibilities with integrity and honesty. The SLP models and upholds the district's policies and state and federal regulations. The SLP sets data-based short and long term professional goals and takes action to meet these goals.	The SLP communicates effectively with students, families and colleagues. The SLP collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, observations and feedback and other collegial learning activities. The SLP meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The SLP sets and regularly monitors short and long term professional goals based on self-assessment and analysis of student learning evidence.
Evidence				

Combined rating for all three sections (Evaluation planning, Therapy Skills, professionalism; mark one)

☐ Ineffective ☐ Developing ☐ Skilled ☐ Accomplished

_____
Speech-Language Pathologist Signature/Date

_____
Evaluator Signature/Date

REFERENCES:

Performance Assessment of Contributions and Effectiveness of Speech-Language Pathologists (2012). American Speech-Language-Hearing Association.

Clinical Fellowship Skills Inventory (2011). American Speech-Language-Hearing Association.

Ohio Teacher Evaluation System (2012). Ohio Department of Education.

Self-Evaluation of Speech-Language Pathologist Performance (2012). Madison Champaign Educational Service Center.

Standards and Rubrics Speech/Language Pathologist Adaptation (2007). Cincinnati Public Schools Teacher Evaluation Systems.

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Teacher_____ School_____ Participants_____

Type of Specialist_____ Observer_____

Summary of the Activity_____

Component	Ineffective	Developing	Skilled	Accomplished
1a Demonstrates Professional Knowledge	Coach imparts incorrect or incomplete information/ research during professional learning activities and/or does not take advantage of opportunities to grow knowledge base (does not complete self-selected professional learning activities, does not engage in collaborative conversation with other Coaches and/or does not engage in professional reading of research based literature)	Coach inconsistently imparts correct and complete information and research during professional learning activities. Coach inconsistently applies accurate research and professional knowledge that is valid across a limited range of grade levels/ departments and/or professional topics Coach occasionally seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes some self-selected professional learning activities, engages in few collaborative conversation with other coaches and/or has limited engagement in professional reading of research based literature).	Coach imparts correct and complete information and research during professional learning activities. Coach intentionally applies accurate research and professional knowledge to prepare appropriate learning activities that are valid across a broad range of grade levels/ departments and/or professional topics. Coach seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes self-selected professional learning activities, engages in collaborative conversations with other Coaches and /or engages in professional reading of research based literature).	Coach imparts correct and complete information and research during professional learning activities. Coach intentionally applies current and accurate research and professional knowledge to prepare appropriate learning activities that are valid across a broad range of grade levels/ departments and/or professional topics. During professional learning activities the Coach relates/connects learning activities/ concepts to other objectives in the Professional Development Plan. Coach is proactive and anticipates/uncovers teacher misconceptions and is prepared to address those misconceptions. Coach seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes self-selected professional learning activities, engages in collaborative conversation with other Coaches and /or engages in professional reading of research based literature)
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
1b Supporting Teachers' Development of Content Knowledge	Fails to support teachers' development of content knowledge and best practices for student learning or provides support to teachers only when directed to so. Support is limited to direct instruction as part of planned professional development.	Provides inconsistent or incorrect support to teachers through limited learning activities. Support may include co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities. Activities are inconsistently focused on developing deeper content knowledge and awareness of best pedagogical practices.	Provides support to teachers through direct instruction, co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities across a broad range of grade levels/ departments based on professional development needs. Activities are focused on developing deeper content knowledge and awareness of best pedagogical practices.	Provides differentiated support to teachers through direct instruction, co-teaching, modeling, conferencing, coaching, providing resources, informal conversations, and professional learning communities across a broad range of grade levels/ departments based on professional development needs. Activities are focused on developing deeper content knowledge and awareness of best pedagogical practices. Coach purposefully guides teachers along a continuum of independence and responsibility for his or her own professional learning.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
1c Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers served	Goals for the Instructional Support Program represent low expectations and a lack of rigor. They do not reflect learning of research-based content knowledge and best pedagogical practices. Goals reflect only content taught in isolation and are suitable for only some teachers.	Goals for the Instructional Support Program represent moderate expectations and rigor. Some reflect learning of research-based content knowledge and best pedagogical practices. Goals reflect several types of learning, but coach has made no attempt at coordination or integration. Most goals are suitable for most teachers.	Most goals for the Instructional Support Program represent high expectations and rigor. Goals are clear and have a viable method of assessment. Goals reflect several types of learning and outcomes are part of an integrated instructional plan. Goals consider the varying needs of groups of teachers.	All goals for the Instructional Support Program represent high expectations and rigor in the learning of content and best pedagogical practices. Goals are clear and have a viable method of assessment. Goals reflect several types of learning and outcomes are part of an integrated instructional plan. Goals consider the varying needs of individual teachers.
Evidence				

Component	Ineffective	Developing	Skilled	Accomplished
1d Demonstrating Knowledge of Resources, both Within and Beyond the School and District	Coach is unaware of and/or does not utilize available resources in the school or district to help teachers enhance their teaching practice.	Coach utilizes a limited number of resources available in the curriculum, school, or district and inconsistently or incorrectly guides teachers to use the appropriate resources to enhance their teaching practice.	Coach demonstrates knowledge of resources available through the curriculum, school, or district and guides teachers to use the appropriate resources to enhance their teaching practice. Coach models for teachers how to use these resources to enhance their teaching practice	Coach seeks out multiple high-quality resources in and beyond the curriculum, school, or district, on the Internet, and in the professional community. Coach models for teachers how to use these resources to enhance their teaching practice and supports teachers' autonomy in securing future resources.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
1e Planning the Instructional Support Program Integrated with the Overall School Program	The series of learning experiences is poorly aligned with the school goals and does not represent a coherent structure. The activities are not designed to engage teachers nor do they consider protocols for adult learning. Activity time allotments are unrealistic.	Some of the learning experiences and materials are aligned to the school goals. The plan has a recognizable structure; the progression of activitiesis disjointed. Some activities engage teachers and consider protocols for adult learning. Most activity time allotments are realistic	Coach coordinates knowledge of content, audience, and of resources to design a series of learning experiences aligned to school goals and protocols for engaging adult learning. The plan has a coherent structure with logical progression of activities. The plan is developed following consultation with administrators. Activity time allotments are realistic.	Coach coordinates comprehensive knowledge of content, audience, and of resources to design a series of learning experiences aligned to school goals and protocols for engaging adult learning. The plan has a complex structure and is developed following consultation with administrators, teachers, and other coaches. Activity time allotments are realistic and differentiated to meet teacher needs and requests
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Domain 2. Context of Learning

Component	Ineffective	Developing	Skilled	Accomplished
2a Developing Trusting and Respectful Relationships	Does not establish relationships built on trust and/or allows teachers to be disrespectful to peers during professional learning activities.	Builds trusting relationships with a limited number of teachers across multiple grade levels or departments inconsistently and/or ineffectively corrects disrespectful interactions during professional learning activities.	Develops trusting relationships with many teachers across multiple grade levels and departments promotes a respectful environment during professional learning activities.	Intentionally plans and implements specific measures and activities to develop trusting relationships with teachers. Seeks ongoing feedback to improve relationships. Upholds a respectful environment during professional learning activities with teachers often fostering this standard among themselves.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
2b Establishing a Culture for Ongoing Instructional Improvement and Learning	The professional development culture is characterized by a lack of commitment to learning and improvement. There is little or no investment of energy in the task at hand. Participation is not expected or valued. Coach conveys the attitude that the work of improving instruction is externally mandated and is not important to school improvement.	The professional development culture is characterized by a commitment to learning and improvement by some teachers. Teachers demonstrate limited investment of energy in the task at hand. Participation is expected and valued by some coach conveys the attitude that the work of improving instruction is a matter of individual choice.	The professional development culture is characterized by high expectations and a commitment to learning and improvement. Most teachers actively participate in the planned activities; language used in their discourse shows involvement in the subject matter and the task at hand. Coach conveys an attitude that values professional inquiry and encourages the teachers actively seeking improvement of his or her instructional skills.	The professional development culture is characterized by high expectations and a shared commitment to learning and improvement. The Coach facilitates activities while teachers take ownership and determine the methods of completing the professional development tasks. The Coach establishes a culture of professional inquiry in which teachers initiate activities to be undertaken with support.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
2c Collaboration During Professional Learning	Opportunities for collaboration during professional learning activities are ineffective or unplanned.	Opportunities for teachers to collaborate during professional learning activities are inconsistent or ineffective collaborative activities may not produce intended result or are unsuccessful	Consistent opportunities for teachers to work collaboratively during professional learning activities are provided; activities are effective, appropriate to the task at hand, and produce the desired result.	Through insightful use of group dynamic activities and thoughtful selection of professional learning activities, the Coach intentionally plans for a collaborative learning environment with clear expectations that promotes cohesion and cooperation among a community of learners who monitor their own learning to complete the task at hand.
Evidence				

Component	Ineffective	Developing	Skilled	Accomplished
2d Establishing Clear Procedures for Teachers to Gain Access to Instructional Support	Teachers are unsure of how to gain assistance from the Coach. Information on available services has not been provided to teachers.	Procedures for gaining access to instructional support are unclear or lack consistency	Coach has outlined clear procedures for teachers to use in gaining access to support. Information on available services has been provided to all teachers at various points in the year and as needed	Coach outlines varied and flexible procedures that offer teachers opportunities to independently schedule or request support. Information on available services has been provided to all teachers in a variety of formats at various points in the year, and is constantly maintained in an obvious location such as outside the coach's office or on the coach's web page.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
2e Communicating and Evaluating Professional Learning Goals/Outcomes	Professional Learning goals/ outcomes are not communicated or evaluated during learning activities	Goals/outcomes of professional learning activities are ineffectively communicated and/or lack clarity. Formative tools are inconsistently and/or ineffectively used to evaluate the degree of success of the learning activities.	Goals/outcomes of professional learning activities have been clearly communicated and made visible to participants Formative tools are utilized to evaluate the degree of success of the learning activities.	Goals/outcomes of professional learning activities are consistently evaluated using formative measures throughout activities. Shifts in activities take place during professional learning based on participant feedback and results of formative measures. Results of formative measures are also considered when preparing future learning activities.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Domain 3 . Delivery of Service: Professional Development and Coaching Activities

Component	Ineffective	Developing	Skilled	Accomplished
3a Collaborating with Teachers in the Design of Instructional Units and Lessons	Declines to collaborate with teachers in the design of instructional lessons or collaborates only when specifically directed to do so.	Collaborates with few teachers in the design of instructional lessons and units across a limited range of grade levels/ departments . Coach/teacher collaboration may be limited to providing resources, co- planning of lesson or unit. or participation in an incomplete coaching cycle (cycle: co- planning co-teaching/ demonstration, and reflection). Consistently does most of the work for teachers.	Collaborates with multiple classroom teachers in the design of instructional lessons and units across multiple grade levels/ departments. Coach/teacher collaboration engages teachers in the complete coaching cycle (co-planning, co-teaching/demonstration, and reflection).	Collaborates with multiple classroom teachers in the design of instructional lessons and units across multiple grade levels/ departments and/or as a part of ongoing partnerships. Coach/teacher collaboration engages teachers in multiple coaching cycles (co-planning, co-teaching/demonstration, and reflection) resulting in revised lessons or instructional modules.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
3b Develops and Facilitates Highly Crafted Adult Professional Learning Activities	Professional learning activities lack research-based practices for adult learning. Few, if any, components of adult learning theory are present in the design of learning activities. Few, if any, formative measures are utilized.	Attempts are made to use some protocols and procedures based on adult learning theory, but activities are not regularly productive. Development of learning activities lack many components of adult learning theory. Ineffective or inappropriate formative measures are utilized.	Consistently uses a variety of protocols and procedures based on adult learning theory to efficiently and effectively facilitate learning activities. Learning activities contain essential components of adult learning theory to ensure teacher transfer of learning to classroom. Coach consistently uses results of formative assessments to design future professional learning activities.	Consistently uses a variety of protocols and procedures based on needs and desires of adult learners to efficiently and effectively facilitate learning activities. Learning activities contain opportunities for teacher reflection based on transfer of learning to classroom with coach regularly participating in reflective dialogue to help teachers develop independence in responding to the needs of students. Coach consistently uses results of formative assessments to design future professional learning activities and to provide individualized coaching activities.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
3c Providing Differentiation in Professional Learning Activities	Provides professional learning activities without consideration of teacher needs. Learning activities lack differentiation based on teacher needs.	Inconsistently considers the individual needs of teachers when planning professional learning activities. While the coach is aware of strategies to differentiate learning for teachers, attempts to use are ineffective or inconsistent.	Provides a variety of professional learning activities to meet the identified needs of teachers. Selects learning strategies that are appropriate to the intended audience, goals/outcomes, and other situational factors. Is aware of and skillful in the application of various adult learning strategies to differentiate learning.	Considers the diverse needs of adult learners to prepare appropriate professional learning activities for teachers that may be flexibly adapted during learning according to the needs of the individual teachers. Spontaneously adapts adult learning strategies during learning activity in order to match the learners' needs and the outcomes of the activity.
Evidence				

Component	Ineffective	Developing	Skilled	Accomplished
3d Utilizing Coaching Methods	Does not apply or utilize knowledge of research-based coaching methods. Schedules coaching sessions only when directed to do so.	Inconsistently or ineffectively applies and utilizes knowledge of research-based coaching methods with teachers. Coaching sessions do not	Uses a variety of research-based coaching methods to support changes in teacher skill level (may include coaching cycles, demonstration lessons,	Intentionally selects from a variety of research-based coaching methods to match teacher needs to support changes in teacher skill level (may include coaching cycles, demonstration lessons, curriculum team meetings, common

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

		produce changes inteacher skill level.	curriculum team meetings, common scoring sessions, book study, etc.). Changes in teacher skill level are evidenced through formative measures.	scoring sessions, book study, etc.). Ongoing coaching sessions move teacher toward becoming a reflective practitioner who independently applies coaching strategies.
Evidence				

Component	Ineffective	Developing	Skilled	Accomplished
3e Demonstrating Student Centered & Data Driven Coaching	Data are collected, but ineffectively organized and analyzed. Coach meets with teachers to hold data conversations only when directed to do so. Discussions do not lead to planned actions.	Data are collected, but inconsistently and/or ineffectively analyzed. Coach meets with teachers to hold data conversations, but discussions do not include relevant coaching points or lead to an appropriate course of action.	Prior to meeting with teachers, multiple data sources are effectively analyzed and relevant coaching points are determined for use in data driven dialogues that result in an appropriate course of action for student learning.	Coach and teacher collaboratively analyze multiple data sources. Coach utilizes reflective coaching practices to guide teachers toward independent data analysis and determination of an appropriate course of action for student learning that includes progress monitoring.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Domain 4. Professional Responsibilities

Component	Ineffective	Developing	Skilled	Accomplished
4a Reflecting on Practice	Coach does not know whether the activity was effective or achieved its learning goals or outcomes, or profoundly misjudges the success of the activity. Otters no suggestions on how professional learning activity could be improved.	Inconsistently or inaccurately assesses the effectiveness of the activity and the degree to which outcomes are met. Offers general suggestions about how the professional learning activity could be improved.	Consistently and accurately assesses the effectiveness of the activity and the degree to which outcomes are met. Can cite evidence to support the judgment. Offers a few specific suggestions for improvement to professional learning activity that will result in a change to teacher skill level.	Coach makes a thoughtful and accurate assessment of the activity's effectiveness and the extent to which it achieved its learning goals and outcomes, citing many specific examples from the activity and weighing the relative strengths of each. Offers multiple thoughtful and specific alternative actions/activities, complete with the probable success of different courses of action.
Evidence				

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

Component	Ineffective	Developing	Skilled	Accomplished
4b Preparing and Submitting Reports	Fails to follow established procedures for preparing reports; submit reports only when directed to do so.	Inconsistently or ineffectively follows established procedures for preparing and submitting reports. Reports are routinely late, incomplete and or inaccurate.	Reports are completed successfully and follow established procedures. Reports are submitted on time.	Reports are always completed accurately with attention to detail and follow established procedures. All reports are submitted on time.
Evidence				

Component	Ineffective	Developing	Skilled	Accomplished

School District – Streetsboro City

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

4d Growing or Developing Professionally	Coach engages in no professional learning activities to enhance knowledge or skill. Coach resists feedback on coaching performance form supervisor or school administrator. Coach makes no effort to share knowledge with others or to assume professional responsibilities	Coach participates in professional learning activities to a limited extent when they are convenient, inconsistently or ineffectively uses newly acquired learning to improve practice and accomplish goals. Coach accepts with some reluctance, feedback on coaching performance from supervisor or school administrator. Coach finds limited ways to contribute to the profession.	Coach seeks out opportunities for professional learning activities to enhance content knowledge and pedagogical skill. Coach welcomes feedback from supervisor, school administrator, or from colleagues when opportunities arise through professional collaboration. Coach uses feedback and suggestions to improve performance and assist other educators.	Coach seeks out opportunities for professional learning activities to enhance content knowledge and pedagogical skill and makes a systematic effort to conduct action research. Coach seeks out feedback on coaching from supervisor, school administrator, and colleagues. Coach initiates important activities to contribute to the profession and assist other educators.
Evidence				

Component	Ineffective	Developing	Skilled	Accomplished
4e Showing Professionalism Including integrity and Confidentiality	Coach inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. Coach fails to comply with school and district regulations and time lines. Coach has difficulty demonstrating respect, responsibility, honesty and integrity;	Coach strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality. Coach complies minimally with school and district regulations, doing just enough to get by. The coach strives to develop behaviors that model the values of respect, responsibility, honesty	Coach consistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality. The coach complies fully with school and district regulations. Performs with minimum supervision. The coach helps members of schools community understand and adhere to these professional	Coach consistently adheres to and models standards for professional conduct and overall performance requirements. including attendance and punctuality. The coach fully complies with school and district regulations. Performs with minimum supervision. Coach makes a concerted effort to challenge negative attitudes or practices and helps members of the school community understand and adhere to these professional obligations. She actively seeks, responds well to and acts upon feedback. The coach works cooperatively with school staff and actively encourages colleagues to do so. Promotes confidentiality with colleagues and administrators and reminds others of the norm as appropriate. Maintains the

School District – Streetsboro City

Appendix B-13 Academic Coach

Formal Observation/Evaluation – Coaches (Literacy, Math, and Science)

	requires frequent support supervision; resists feedback from administrators and supervisor; does not work cooperatively with staff. Violates trust of colleagues, teachers, and administrators by breaking confidentiality.	and integrity; however, she requires some support supervision. She responds appropriately to and acts upon feedback. Coach works cooperatively with school staff most of the time. Makes occasional lapses in judgment by sharing confidential information.	obligations, responds well to and acts upon feedback, and works cooperatively with school staff. Keeps the trust of colleagues and administrators by maintaining confidentiality and only sharing information as appropriate. Displays a high level of integrity and professionalism; uses good judgment.	highest standard of professionalism, integrity, and judgment by assuming a leadership role in proactively projecting these qualities.
Evidence				

Streetsboro City School District
Technology Integration/Curriculum Specialist Evaluation

Specialist: Evaluator:

Pre-conference Date: Observation Scenario and/or Focus:

Observation Date:

Post Conference Date:

Please rate the specialist's performance on any of the criteria for which you have appropriate data. Refrain from scoring in areas that you do not have data.	N/A	Ineffective	Developing	Skilled	Accomplished	Comments/Evidence
Critical Systems Support directly related to students and the classroom environment						
User interface development for critical systems						
Interdepartmental communication regarding critical systems						
Intermediary between source and support structure for critical support systems.						
Create and maintain databases for critical support systems.						
Professional Development related to the classroom environment						
Gathers information on available technology tools and resources to address specific needs and challenges in the District.						
Plans and implements technology PD to address specific challenges in the District.						
Technology PD provided reflects knowledge of the adult learner.						
Ability to differentiate: Diagnoses individual and group needs and selects appropriate materials and resources to match the abilities and needs of the staff while providing instruction based upon the goals of the District.						
District policies, state and federal guidelines and requirements						
Works with teachers to develop and implement a federally mandated Internet safety program District wide						
Works with administration to make sure the District policies align with state and federal requirements						
Follows adopted policies, regulations, and guidelines						

Professionalism							
	Relates to colleagues, parents, students, and other in an ethical and professional manner.						
	Problem solve staff, student, and parent concerns in a constructive manner.						
	Maintains professional demeanor and appearance.						
	Follows adopted policies, regulations and guidelines.						
	Maintains accurate and appropriate record keeping.						
Collaboration							
	Works with District teams to determine best technology tools and training to accomplish the school mission, goals, programs, and activities.						
	Collaborates with administrators to ensure every teacher has the opportunity to use technology to its fullest.						
	Assists teachers as they integrate software, resources, and technology with curriculum standards in ways which result in enhanced teaching and learning.						
	Provides input on District policies and procedures.						
Communication							
	Works with District Tech Aides to determine both District and building needs, develop procedures and guidelines, and shares that information with the administration, staff, and students.						
	Maintains areas of the Webpage related to teacher and student use.						
	Maintains areas of the Student Information System related to Home Access.						
	Responsible for communicating relevant gradebook information and deadlines with the teaching staff, using a variety of technology communication tools that meet the needs of the staff.						
Demonstration of Technology Skills							
	Applies technology skills in daily activities, PD, and communication.						
	Trains others on technology skills that enhance the work environment and products created in the work environment.						

Evaluator's Comments: _____

_____

Evaluator's Signature: _____ Date: _____

Specialist's Comments: _____

_____

Specialist's Signature: _____ Date: _____

School Counselor Evaluation Rubric

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

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

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

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

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

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

Evidence				

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

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

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?

Appendix B-17 Non-OTES Post-Conference

Non - OTES Evaluator Post-Conference Plan

Reinforcement
Reinforcement Area (Indicator):

Self-Analysis Question:

Evidence:

Appendix B-17 Non-OTES Post-Conference

Refinement
Refinement Area (Indicator):

Self-Analysis Question:

Evidence:

Appendix B-17 Non-OTES Post-Conference

Recommendations:

Evaluator Signature _____ Date _____

Teacher Comments:

SEA Member Signature _____ Date _____

This document should be returned to the evaluator within 5 work days.

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**

05/12/2016

Final Summative Rating of Teacher Effectiveness

Proficiency on Standards 100%	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Cumulative Performance Rating (Holistic Rating using Performance Rubric)				
Areas of reinforcement/ refinement:				
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐ Check here if Improvement Plan has been recommended.

SEA Member's Signature ____ **Date** ____
Evaluator Signature ____ **Date** ____

The signatures above indicate that the SEA member and evaluator have discussed the Summative Rating.
Note: The SEA member may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

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 _____

05/12/2016

Evaluator Signature _____ Date _____

Improvement Plan

Teacher Name: _____ Job Descirption: _____

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

Written improvement plans are to be developed in the circumstances when an SEA member receives an overall ineffective rating. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support.

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

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area 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 will be measured for each goal.

Beginning Date	Ending Date: May 10, _____	Level of Performance Specifically Describe Successful Improvement Target(s)

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the SEA member to improve his/her performance. Indicate the sources of evidence that will be used to document the 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:

SEA Member'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.

Improvement Plan: Evaluation of Plan

SEA Member: _____ 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 demonstrate the following action to be taken;

- ☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance*
- ☐ Improvement is demonstrated and performance standards are partially met to a satisfactory level of performance.
- ☐ Improvement is not demonstrated and performance standards are not met to a satisfactory level of performance.

Any action taken must be in accordance with the contract.

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.

SEA Member's Comments:

SEA Member'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.

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

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:

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.

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

☐ Self-Directed

☐ Collaborative Teacher Evaluator

Annual Focus These are addressed by the evaluator as appropriate for this SEA member	Date Record dates when discussed	Areas for Professional Growth supports needed, resources, professional development Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher.
Goal 1: *Goal Statement:* *Evidence Indicators:*		
Goal 2 : *Goal Statement:* *Evidence Indicators:*		

Evaluator Signature **Date** **Teacher Signature** **Date**

The signatures above verify that the SEA member and evaluator have discussed and agreed upon this Professional Growth Plan.
The Professional Growth Plan is due before the last teacher work day of the school year. The Professional Growth plan may be modified during the first 20 school days of the following school year.

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: _____

APPENDIX C

STREETSBORO CITY SCHOOL DISTRICT
PARENTAL CONCERN FORM

BOARD OF EDUCATION LEVEL

Date Forwarded to Board_____

_____ _____
Parent Signature Date

Resolution of Concern:

_____ _____
Board of Education President Signature Date

White Copy - Superintendent Yellow Copy - Parent Pink Copy – Employee

APPENDIX C

STREETSBORO CITY SCHOOL DISTRICT
PARENTAL CONCERN FORM

Building_____ Date_____

Student_____ Parent_____

Address_____ Phone_____

Informal Procedure:

____ Communication between student and employee.

____ Parent met with employee. Date _____

____ Parent met with employee and Principal. Date _____

Description of Concern:

Parent Signature _____ Date _____

Resolution of Concern:

Immediate Supervisor _____ Date _____
Signature

White Copy - Superintendent Yellow Copy - Parent Pink Copy – Employee

APPENDIX C

STREETSBORO CITY SCHOOL DISTRICT
PARENTAL CONCERN FORM

SUPERINTENDENT'S LEVEL

Date Forwarded to Superintendent_____

_____ _____
Parent Signature Date

Resolution of Concern:

_____ _____
Superintendent Signature Date

White Copy - Superintendent Yellow Copy - Parent Pink Copy – Employee

APPENDIX D

LIMITED CONTRACT FOR REGULAR TEACHING DUTIES

1. TEACHER'S NAME:	4. SCHOOL YEAR OR YEARS COVERED THIS CONTRACT:
2. EMPLOYMENT RESOLUTION & DATE:	5. SALARY RATE PER SCHOOL YEAR:
3. EFFECTIVE DATE OF EMPLOYMENT UNDER THIS CONTRACT:	6. DATE OF BOARD OF EDUCATION CONTRACT SIGNATURE:

AN AGREEMENT by and between the person whose name appears hereinabove in **Block No. 1** and who is referred to hereinafter as the "Teacher" and the Board of Education of the Streetsboro City School District, pursuant to resolution duly adopted by the Board of Education numbered and dated as hereinabove set forth in **Block No. 2:**

WHEREAS, the Teacher does not have continuing service status in the Streetsboro City School District and the Teacher has been recommended for employment or reemployment under a Limited Contract of employment by the Superintendent of Schools of the Streetsboro City School District, and the Board of Education has approved such recommendation; and

WHEREAS, the Teacher has been notified, as required by ORC 3307.58, of his/her duties and obligations under ORC Chapter 3307, being laws pertaining to the State Teachers Retirement System, as a condition of his/her employment;

NOW, THEREFORE, it is mutually agreed that on and after the effective date of employment under this contract as hereinabove set forth in **Block No. 3,** the Teacher shall be employed in the public schools of the Streetsboro City School District for the school year or years set forth in **Block No. 4,** or such part thereof as may succeed the effective date of employment under this contract, or under such earlier time as the Teacher, in accordance with law, resigns, elects to retire, or is retired, or until such time as this contract, as provided by law, is terminated or suspended, and that the Teacher accepts the provisions of the law pertaining to the State Teachers Retirement System as part of this contract and as a condition of the employment provided for herein.

IN CONSIDERATION of the salary provided for herein, the Teacher agrees to abide by rules and regulations adopted by the Board of Education for the governance of its employees, to teach the number of school days prescribed by the Board of Education during the term of this contract, and to perform such duties as have in the past been performed by Teachers in the Streetsboro City School District and as shall be directed and assigned by the Superintendent of Schools pursuant to ORC 3319.01.

IN CONSIDERATION of such services and the performance of such duties, the Board of Education agrees to pay the Teacher for the school year or first school year hereinabove set forth in **Block No. 4,** or such part thereof as may succeed the effective date of employment under this contract, at the rate, per school year, hereinabove set forth in **Block No. 5,** payable as provided by resolution of the Board of Education duly adopted, and, if this Limited Contract is for a term longer than one (1) school year, for each succeeding school year thereafter a salary in such amount as the Board of Education establishes consistent with law, notice of which shall be given to the Teacher as provided by ORC 3319.12 or provisions hereafter amendatory or supplementary thereto.

IN WITNESS WHEREOF, The Board of Education by its Treasurer has set its hand on the date hereinabove set forth in **Block No. 6,** and the Teacher has set his/her hand on the date set forth below.

Board of Education of the
Streetsboro City School District

_____
Board President

INSTRUCTION TO TEACHER: Sign and date this copy and return within fifteen (15) days after date set forth in Block No. 6 to the Superintendent of Schools.

_____
Treasurer

_____
Teacher's Signature and Date

APPENDIX E

CONTINUING CONTRACT FOR REGULAR TEACHING DUTIES

1. TEACHER'S NAME:

2. EMPLOYMENT RESOLUTION & DATE:

3. EFFECTIVE DATE OF EMPLOYMENT UNDER THIS CONTRACT:

4. SCHOOL YEAR OR YEARS COVERED BY THIS CONTRACT: _____

5. SALARY RATE PER SCHOOL YEAR:

6. DATE OF BOARD OF EDUCATION CONTRACT SIGNATURE:

AN AGREEMENT by and between the person whose name appears hereinabove in **Block No. 1** and who is referred to hereinafter as the "Teacher" and the Board of Education of the Streetsboro City School District, pursuant to resolution duly adopted by the Board of Education numbered and dated as hereinabove set forth in **Block No. 2:**

WHEREAS, the Teacher qualifies for continuing service status in the school district under ORC 3319.11; and

WHEREAS, the Teacher has been recommended for employment or reemployment by the Superintendent of Schools of the Streetsboro City School District, and the Board of Education has approved such recommendation; and

WHEREAS, the Teacher has been notified, as required by ORC 3307.58, of his/her duties and obligations under ORC Chapter 3307, being laws pertaining to the State Teachers Retirement System, as a condition of his/her employment;

NOW, THEREFORE, it is mutually agreed that on and after the effective date of employment under this contract as hereinabove set forth in **Block No. 3,** the Teacher shall be employed in the public schools of the Streetsboro City School District until, in accordance with law, the Teacher resigns, elects to retire, is retired, or until, as provided by law, this contract is terminated or suspended, and that the Teacher accepts the provisions of the law pertaining to the State Teachers Retirement System as part of this contract and as a condition of the employment provided for herein.

IN CONSIDERATION of the salary provided for herein, the Teacher agrees to abide by rules and regulations adopted by the Board of Education for the governance of its employees, to teach annually the number of school days prescribed by the Board of Education, and to perform such duties as have in the past been performed by Teachers in the school district and as shall be directed and assigned by the Superintendent of Schools pursuant to ORC 3319.01.

IN CONSIDERATION of such services and the performance of such duties, the Board of Education agrees to pay the Teacher for the school year hereinabove set forth in **Block No. 4,** or such part thereof as may succeed the effective date of employment under this contract, at the rate, per school year, hereinabove set forth in **Block No. 5,** payable as provided by resolution of the Board of Education duly adopted, and for each succeeding school year thereafter, a salary in such amount as the Board of Education establishes consistent with law, notice of which shall be given to the Teacher as provided by ORC 3319.12 or provisions hereafter amendatory or supplementary thereto.

IN WITNESS WHEREOF, the Board of Education by its Treasurer has set its hand on the date hereinabove set forth in **Block No. 6,** and the Teacher has set his/her hand on the date set forth below.

Board of Education of the
Streetsboro City School District

_____
Board President

_____
Treasurer

INSTRUCTION TO TEACHER: Sign and date this copy and return within fifteen (15) days after date set forth in Block No. 6 to the Superintendent of Schools.

_____
Teacher's Signature and Date

APPENDIX F

LIMITED CONTRACT FOR SUPPLEMENTAL DUTY

1. TEACHER'S NAME:	5. SUPPLEMENTAL DUTY POSITION:
2. EMPLOYMENT RESOLUTION & DATE:	6. SALARY RATE PER SCHOOL YEAR:
3. EFFECTIVE DATE OF EMPLOYMENT UNDER THIS CONTRACT:	7. CONTRACT TERMINATION DATE:
4. SCHOOL YEAR:	8. DATE OF BOARD OF EDUCATION CONTRACT SIGNATURE:

AN AGREEMENT by and between the person whose name appears hereinabove in **Block No. 1** and who is referred to hereinafter as the "Teacher" and the Board of Education of the Streetsboro City School District, pursuant to resolution duly adopted by the Board of Education numbered and dated as hereinabove set forth in **Block No. 2:**

WHEREAS, the Board of Education has determined it necessary to provide the services hereinafter set forth, has accepted the recommendation of the Superintendent of Schools of the Streetsboro City School District that the teacher be engaged to perform said services, and has authorized this contract; and

WHEREAS, said services are in addition to the Teacher's regular duties as a Teacher in the Streetsboro City School District.

NOW, THEREFORE, it is mutually agreed that on and after the effective date of employment under this contract as hereinabove set forth in **Block No. 3,** the Teacher shall be employed in the public schools of the Streetsboro City School District for the school year hereinabove set forth in **Block No. 4,** or such part thereof as may succeed the effective date of employment under this contract or until, in accordance with law, the Teacher resigns, elects to retire, is retired, or until, as provided by law, this contract is terminated or suspended, to serve in the position hereinabove set forth in **Block No. 5,** and that the Teacher's duties in said position shall be as directed and assigned by the Superintendent pursuant to ORC 3319.01.

THE BOARD AGREES to pay the Teacher at the rate set forth in **Block No. 6,** per school year, payable as provided by resolution of the Board of Education duly adopted.

IT IS FURTHER MUTUALLY AGREED that the Teacher's obligation to perform the services and duties provided for herein and the Board of Education's obligation to accept the Teacher's performance of such services and duties shall terminate on the date hereinabove set forth in **Block No. 7,** and the Board of Education shall not be obligated to compensate the Teacher for any such duties performed after said date.

IN WITNESS WHEREOF, the Board of Education by its Treasurer has set its hand on the date hereinabove set forth in **Block No. 8,** and the Teacher has set his/her hand on the date set forth below.

Board of Education of the
Streetsboro City School District

_____
Board President

INSTRUCTION TO TEACHER: Sign and date this copy and return within fifteen (15) days after date set forth in Block No. 8 to the Superintendent of Schools.

_____
Treasurer

_____
Teacher's Signature and Date

BOARD OF EDUCATION

STREETSBORO CITY SCHOOL DISTRICT

STREETSBORO, OHIO

SALARY NOTICE FOR SUPPLEMENTAL DUTIES

_____, 20_____

TO: _____

_____

_____

You are hereby notified that your salary for supplemental duties during the _____ school year shall be $_____.

Board of Education of the
Streetsboro City School District

_____
Treasurer

BOARD OF EDUCATION

STREETSBORO CITY SCHOOL DISTRICT

STREETSBORO, OHIO

SALARY NOTICE FOR REGULAR TEACHING DUTIES

_____, 20_____

TO: _____

_____

_____

You are hereby notified that your salary for regular teaching duties during the _____ school year shall be $_____.

Board of Education of the
Streetsboro City School District

_____
Treasurer

APPENDIX H

STREETSBORO CITY SCHOOLS

GRIEVANCE FORM LEVEL I

Name_____
Building_____

STATEMENT OF GRIEVANCE (Include the pertinent provisions of Contract)

_____

_____

_____

_____

REMEDY REQUESTED

_____

_____

_____

_____

_____
Signature of Aggrieved Date

DISPOSITION RENDERED

_____

_____

_____

_____
Signature of Person Rendering Disposition Date

(Attach additional pages if needed for completion of any Section.)

APPENDIX H

STREETSBORO CITY SCHOOLS

GRIEVANCE FORM LEVEL II

_____ Advanced to Level II (Superintendent)

DEPOSITION RENDERED_____

_____

_____

_____

_____

_____

_____ _____

Superintendent's Signature Date

Attach copy of the grievance.

APPENDIX H

STREETSBORO CITY SCHOOLS

GRIEVANCE FORM LEVEL III

_____ Advanced to Level III (Board of Education)

DEPOSITION RENDERED_____

_____

_____

_____

_____

_____

_____

Board President's Signature Date

Attach copy of the grievance.

APPENDIX I

STREETSBORO CITY SCHOOL DISTRICT
REQUEST FOR TUITION REIMBURSEMENT

Name_____School_____

Teaching Area_____

College/University_____

Course Number	Course Title	Number of Hours

Dates of Course_____ to _____
Month Day Year Month Day Year

Quarter_____ Semester_____

Tuition Paid $_____ (Please attach copy of Bursar's Receipt)

Employee Signature_____Date_____

___APPROVED___NOT APPROVED*_____
Building Principal Date

___APPROVED___NOTAPPROVED*_____
Superintendent Date

*Reason for Nonapproval: 1. ____ NOT AN APPROVED COURSE
2.___OTHER:_____

Signed_____
Building Principal or Superintendent Date

FOR OFFICE USE ONLY:

Bursar's Receipt Provided_____ Processed For Payment_____

Transcripts/Grade Report Received_____ Amount $_____

APPENDIX J

SCHEDULE OF BENEFITS

Medical Benefits/Plan Provisions	Network Providers	Non-Network Providers
Individual Deductible	$1,000	$2,000
Family Deductible	$2,000	$4,000
Coinsurance (Plan Responsibility)	80%	60%
Individual Out of Pocket Maximum	$3,000	$6,000
Medical Benefits/Plan Provisions	**In-Network Patient Cost**	**Out-of-Network Patient Cost**
Physician/Office Services		
Office Visit PCP/Specialist	$25/$35	40% after deductible
Surgical Services	$25/$35	40% after deductible
Urgent Care	$50	40% after deductible
Immunizations	$25/$35	40% after deductible
Allergy Testing	$25/$35	40% after deductible
Preventative Services		
Routine Physical Exam (18+)	100% covered	40% after deductible
Well Child Care	100% covered	40% after deductible
Routine Mammogram	100% covered	40% after deductible
Routine Pap Test	100% covered	40% after deductible
Outpatient Services		
Surgical Services	20% after deductible	40% after deductible
Diagnostic Services	20% after deductible	40% after deductible
Emergency Room-Emergency Use	$125 copay	$125 copay
Speech Therapy	$35/visit	40% after deductible
Physical/Chiropractic/Occupational Therapy (see Summary Plan Document)	$25/visit	40% after deductible
Inpatient Services		
Semi-Private Room & Board	20% after deductible	40% after deductible
Maternity	20% after deductible	40% after deductible
Skilled Nursing Facility (see Summary Plan Document)	20% after deductible	40% after deductible
Additional Services		
Durable Medical Equipment	20% after deductible	40% after deductible
Special Care Units (KCU & CCU)	20% after deductible	40% after deductible
Ancillary Services Maximum	20% after deductible	40% after deductible
In-Hospital Physician Visits	20% after deductible	40% after deductible
Surgical Services	20% after deductible	40% after deductible
Anesthesia	20% after deductible	40% after deductible
Home Health Care Services (100 visits per calendar year)	20% after deductible	40% after deductible
Hospice Care	20% after deductible	40% after deductible
Skilled Nursing/Rehab Facility - 365 days	20% after deductible	40% after deductible
Routine Nursery Care	20% after deductible	40% after deductible
Newborn Exam - 1st inpatient visit only	20% after deductible	40% after deductible
Pre-Admission Testing	20% after deductible	40% after deductible

Voluntary 2nd & 3rd Surgical Opinion	20% after deductible	40% after deductible
Ambulance	20% after deductible	40% after deductible
Mental, Nervous Disorders & Substance Abuse - Inpatient	20% after deductible	40% after deductible
Mental, Nervous Disorders & Substance Abuse - Outpatient	20% after deductible	40% after deductible
Gyn. Exam, Pam Smear, Prostate Test (no deductible) - Preventative Adult Visits	100% covered	40% after deductible
Routine Colonoscopy Screening	100% covered	40% after deductible
Well Baby Care	100% covered	40% after deductible
Well Child Care (ages 1 to 18) includes all vaccines as listed on the U.S. Recommended Immunization Schedule	100% covered	40% after deductible
Medical Benefits/Plan Provisions	Network Patient Cost	Out-of-Network Patient Cost
Temporomandibular Joint Disorder	20% after deductible	40% after deductible
Infertility Testing	20% after deductible	40% after deductible
Organ Transplant	20% after deductible	40% after deductible
Smoking Cessation	0	0

APPENDIX K

REQUEST FOR UNPAID FMLA LEAVE

(to be filed at least 30 days in advance of foreseeable leave; otherwise, as soon as practicable)

Employee's Name_____ Position_____

Building_____

I hereby request FMLA leave from _____ to _____ for (circle one):

1. The birth of a child and/or to care for the newborn child within one year of the child's birth;
2. The placement of an adopted child or foster child with you and/or to care for the newly placed child within one year of the child's arrival;
3. To care for an immediate family member (son, daughter, spouse, or parent) with a serious health condition; or
4. The Employee's own serious health condition prevents him/her from performing the functions of his/her job (i.e. the health care provider determines that the Employee is unable to work at all or is unable to perform any of the essential functions of the Employee's position within the meaning of the Americans with Disabilities Act).

Explain the reason for your request:

_____

_____

Does Employee's spouse work for the District? Y N

Would an intermittent or reduced leave schedule meet your needs? Y N
If yes, specify a schedule that would meet your needs:

_____

_____

NOTE: A FMLA leave request based on the Employee's serious health condition or the serious health condition of an immediate family member must be accompanied by "Medical Certification from Health Care Provider."

I hereby authorize the Board of Education to contact my health care provider to verify the reason for my requested FMLA leave or for any other information concerning said leave.

I understand that a failure to return to work at the end of my FMLA leave may be treated as a resignation unless an extension of FMLA leave has been agreed upon and approved in writing by the Board of Education, or an additional unpaid leave is authorized by the Board and/or state law.

_____ _____

Employee's Signature Date

FOR OFFICE USE ONLY

Employee's accumulated personal leave, sick leave and/or vacation leave: _____

Total unpaid leave, with benefits, Employee entitled to: _____

Intermittent or reduced leave schedule and alternative position Employee assigned to (if applicable):

APPENDIX L

The following section of the Streetsboro School Support Personnel Association Master Agreement is included in this Appendix solely for clarity and reference purposes:

ARTICLE 16. GENERAL WORKING CONDITIONS

Q. Classroom aides shall be provided with at least ninety (90) minutes at the beginning of the school year prior to the start of the student year to collaborate with the teachers to whom they are assigned. Each classroom aide shall work with the teacher(s) to whom they are assigned and the building administrator to identify time for the aide and the teacher(s) to collaborate regularly throughout the year.

Appendix M

Streetsboro City Schools
Sick Leave Donation Request Form

Employee Name _____ Date of Request _____

Building _____ This is my INITIAL / SECOND request. (circle one)

I am requesting _____ days of donated sick leave for:

____ Myself _____ My Spouse/Partner

____ Other Immediate Family Member (please specify) _____

Please briefly describe the nature of the catastrophic illness/event necessitating this request for donated sick leave:

_____
_____
_____
_____
_____
_____
_____

Note: Please attach documentation from the affected individual's treating medical professional. This documentation **must** be attached for the request to be considered.

I certify that the above and attached information is accurate and that I am eligible to request donated sick leave.

_____
Employee Signature

Date Received by SEA/SSSPA President or Superintendent: _____

Date Received by SEA/SSSPA Sick Leave Donation Committee: _____

This Sick Leave Donation Request has been APPROVED / DENIED on _____ by the Sick Leave Donation Committee. If the Request is DENIED, the Sick Leave Donation Committee will provide a brief explanation of the denial.

_____ _____
Superintendent Association Committee Co-Chair

SIDE AGREEMENT OF THE PARTIES

To address the matter of student discipline and how to identify ways to enhance student safety and other building-wide needs, the parties agree to form a joint workgroup which will meet prior to the end of the 2025-2026 school year. The workgroup will consist of five (5) teachers chosen by the Association and five (5) administrators chosen by the Superintendent.

The goal of this workshop shall be to collaboratively develop a building plan to address issues related to student discipline. This plan shall be annually reviewed and revised as necessary by the BLMC.

The parties agree that this Side Agreement will expire when the plan has been created and approved no later than 10/1/26.

This Side Agreement shall not be subject to the grievance procedure.

The undersigned agree that this Side Agreement correctly reflects the intent of the Board of Education and the Association as agreed on March __, 2026.

FOR THE BOARD:

By: _____
Cynthia Deevers, Superintendent

Date: 4/2/26

FOR THE ASSOCIATION:

By: _____
Kris Gaug, President

Date: 4-2-26

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Streetsboro City School District
Board of Education

Certificate of Available Resources
July 2025 – June 2026

(Section 5705.412, et. al. Ohio Revised Code)

It is hereby certified that the Streetsboro City School District Board of Education has sufficient funds to meet the obligation, payment or expenditure for the above and have in effect for the remainder of the fiscal year and the succeeding fiscal year the authorization to levy taxes which, when combined with the estimated revenue from all other sources available to the District at the time of certification, are sufficient to provide operating revenues necessary to enable the District to maintain all personnel, programs, and services essential to the provision of an adequate educational program on all the days set forth in the adopted school calendars for the current fiscal year and for the number of days in the succeeding fiscal year equal to the number of days of instruction was held or is scheduled for the current fiscal year. If the expenditure certified above is for a contract or agreement, this certification is for the term of the contract or for the fiscal year plus the two immediately succeeding fiscal years, whichever period is greater.

SEA Union Contract

Brian Haines, Treasurer/CFO

Cindy Deevers, Superintendent

Tracy Campbell, Board President

WITH COMPLIMENTS
OF THE
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OHIO EDUCATION ASSOCIATION
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