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MASTER CONTRACT

BETWEEN THE

CLINTON-MASSIE EDUCATION ASSOCIATION

AND THE

CLINTON-MASSIE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION

AUGUST 1, 2026 THROUGH JULY 31, 2028

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ARTICLE 1 — RECOGNITION

A. The Clinton-Massie Local School District Board of Education, hereinafter referred to as the Board, recognizes the Clinton-Massie Education Association, affiliated with the Ohio Education Association and the National Education Association, hereinafter referred to as the Association, as the sole and exclusive agent representing the bargaining unit. The bargaining unit shall be defined as all certificated employees employed by the Board to teach a full school year, excluding all paraprofessionals, all substitute teachers, long-term substitute teachers, psychologist, and excluding all full-time administrative staff and/or supervisory employees who have the administrative authority to employ, evaluate, transfer, assign, discipline or discharge members of this bargaining unit.

B. The Association recognizes the Board as the locally elected body charged with the establishment of policy of public education in the Clinton Massie School District and as the employer of all personnel of the district under state law. The Association further recognizes that the Board has the sole responsibility for the management and control of all the public schools of whatever name or character in the district and is specifically delegated with the responsibility of making the rules and regulations by which the district will be governed as provided by Section 3313.20 and 3313.47 of the *Ohio Revised Code.* The Association further recognizes that the Board has the sole and exclusive authority in all matters concerning supervision, evaluation, suspension, discipline, demotion, layoff, transfer and/or assignment, termination and hiring of all members of the bargaining unit, except to the extent expressly limited by this Agreement.

C. Definitions

1. Day means calendar days unless otherwise indicated.

2. Good Faith — the obligation of the parties to bargain with each other for the purpose of reaching an agreement on matters which are negotiable by law. All parties are obliged to deal openly and fairly with each other. If a proposal is unacceptable to one of the parties, that party is obligated to give its reasons and offer counterproposals. Such obligation shall not require either party to change their proposal on any matter being negotiated.

3. Party — when used shall mean the Association and the Board.

4. The term “teacher” or “bargaining unit member” shall be used to refer to the members of the bargaining unit.

5. Seniority — the number of continuous years of district service in a bargaining unit position commencing with the most recent date of employment with the Board. Approved leaves of absence shall not count as years of service, but shall not constitute a break in service

a. Members shall accrue one (1) year of seniority for each one hundred twenty (120) days worked in a school year.

b. If seniority is equal to two or more members, the following shall be used when there is a need to break the tie:

(1) The date of the Board meeting at which the member was hired; and then by

(2) Broken by lot.

ARTICLE 2 — NEGOTIATIONS PROCEDURE

A. Proof of Association Representation

The Board agrees to negotiate with and recognize the Association as the sole and exclusive bargaining agent for the bargaining unit as previously defined as long as it represents a majority of the bargaining unit as previously defined. Upon written request of the Board, which request shall not be made more than once in any one calendar year, the Association shall verify in writing that it represents a majority of the certificated employees as defined herein and provide proof of that fact by presenting a copy of its active membership roles indicating representation of more than fifty percent (50%) of the certificated staff as defined herein, to a representative designated by the Board. The Board will not make this request if dues check-off verified majority representation. The Board's request may be made between September 15 and September 30 of each year. The Association shall comply with said request within seven (7) calendar days of this receipt of same.

If, during the life of this contract, the Association fails to represent more than fifty percent (50%) of the certificated staff as defined herein, the recognition of the Clinton-Massie Education Association as the exclusive bargaining agent for the certificated staff shall be terminated and this contract shall be immediately null and void, unless otherwise determined by ORC 4117 and/or the State Employment Relations Board.

B. Initiating Negotiations

1. All requests for the initiation of negotiations shall be made by April 30. The request initiated by the Association shall be directed to the Superintendent; the request initiated by the Board shall be directed to the President of the Association or the designated chairperson. The written request for negotiations shall include:

a. Date of letter

b. Statement of matters to be discussed.

C. Negotiation Sessions

1. The parties first bargaining session shall be scheduled within fifteen (15) days after the request to initiate negotiations. A time, place and date for the next session shall be established before concluding the first and each successive negotiation session.

2. At the first session, the Association and Board shall simultaneously exchange proposals. Subsequently, no new proposals shall be presented by either party unless otherwise mutually agreed.

3. All proposals and counterproposals shall be in writing, unless otherwise mutually agreed.

D. Negotiation Teams

1. Each team may be made up of a maximum of three (3) people. Each team shall designate a chairperson.

2. Each party may have no more than two (2) people to act as observers. The observers shall not participate in the negotiation discussions unless otherwise mutually agreed.

3. Both teams have the authority to negotiate.

E. Information

The designated representatives of the Board and the Association shall make available to each other, upon written request within ten (10) days, all available public information pertinent to negotiation.

F. Caucuses

Either group shall have the right to recess for independent caucus at any time. Each caucus shall be limited to one-half (1/2) hour unless otherwise mutually agreed.

G. Item Agreement

As negotiation items receive tentative agreement, they shall be reduced to writing and initialed by each party. Such initialing shall not be considered binding or as a final agreement by the parties and it is expressly understood by the parties that the tentative agreement reached on any items may be withdrawn by either party at any time during the negotiations process.

H. Agreement

When an agreement is reached by the teams, that agreement shall be reduced to writing and signed by the chairperson of each team. Within ten (10) days of the final bargaining session, the Association shall vote on the tentative agreement.

Prior to such ratification vote, the content of the tentative agreement shall be kept exclusively between the parties and each party's constituents. The results of the ratification vote by the Association's membership shall be communicated to the Board in writing by the President or designee of the Association. The Board shall vote on the tentative agreement within ten (10) days of receipt of written notification that the Association has ratified. The Board President shall notify in writing the Board's decision to the Association President.

All provisions of this agreement shall pertain equally to all teachers.

I. Impasse

In the event that agreement cannot be obtained on all issues being negotiated within forty- five (45) days of the first bargaining session, either party may declare that an impasse exists anytime thereafter. The parties may mutually agree to withdraw any negotiation issues and submit them to ratification procedures described herein.

If an impasse is declared, the spokesperson for the team shall contact the Federal Mediation and Conciliation Service and request the appointment of a mediator. If the settlement is not reached within thirty (30) days of the first bargaining session with the mediator present, the impasse procedures of this contract shall be deemed to have been completed and an impasse shall exist. Once the impasse procedures of this contract have been completed, either party may exercise the rights available to them under 4117 O.R.C.

It is agreed that this impasse procedure is an alternative dispute resolution procedure replacing the statutory dispute resolution procedure in 4117 O.R.C.

J. Interest Based Bargaining is preferred as an alternate to the previously mentioned process if mutually agreed upon by both parties.

ARTICLE 3 — RENEGOTIATIONS

Negotiations on a successor agreement shall begin between April 15 and April 30, or at a time mutually agreeable to the parties, on the year the agreement expires. Negotiations shall be conducted in accordance to procedural agreement, Article 2, Negotiations Procedure. Negotiable items shall be wages, hours, terms and other conditions and the continuation, modification or deletion of an existing provision of this agreement.

ARTICLE 4 — PROVISIONS CONTRARY TO LAW

A. This contract supersedes and prevails over all conflicting statutes of the state of Ohio except as specifically set forth in Section 4117.10(A) of the *Ohio Revised Code.*

B. If any provision and/or application of this agreement is held to be unlawful by a court of law having proper jurisdiction or by state or federal legislation, then such provision or application will not be deemed valid and subsisting, except to the extent permitted by law; but all the provisions or applications otherwise not affected will continue in full force and effect. The parties shall meet within ten (10) days after final determination to negotiate the unlawful provision and bring it into compliance with the law. If the parties fail to reach an agreement over the affected provisions, the parties shall utilize the dispute resolution procedures specified in Article 2 — Negotiations Procedure.

ARTICLE 5 — GRIEVANCE PROCEDURE

A. Definition of Grievance

1. A grievance is a complaint involving the alleged violation, misinterpretation or misapplication of this contract.

2. A grievant shall be defined as a teacher(s) who has allegedly been harmed by the alleged violation, misinterpretation or misapplication of this contract. If the grievance impacts the bargaining unit, the Association may be the grievant, providing at least one teacher signs the written grievance.

3. Days shall mean actual Board Office business days. The timelines during the teacher work year shall be a maximum. During the summer the timelines shall be a guideline and timelines shall be extended at the request of any party involved in the grievance because of the party's unavailability.

4. Any grievance which is not within the authority of the principal may be initially filed at Step Two.

B. Grievance Procedure

1. Informal Step

When an employee becomes aware of the act on which a grievance is to be based, the employee will discuss the grievance with the employee's immediate supervisor. If the grievance is to be filed with the grievant's immediate supervisor, there should be an attempt to resolve the grievance informally. The grievant may be accompanied by a member of the local Association.

If the grievance is not resolved during the informal step, or in the event the informal step is not utilized, the Association may, within fifteen (15) days of the act or the grievant's awareness of the act giving rise to the grievance, file a written grievance with the appropriate supervisor, using the appropriate grievance form in this document. Failure to file written grievance within this time shall constitute as a waiver of the grievance. The grievant may be accompanied by a member of the local Association.

2. Step One:

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

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

If the Association and grievant are not satisfied with the appropriate supervisor's response, the Association may file a written form to proceed to Step Two. The grievant may be accompanied by a member of the local Association.

3. Step Two:

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

Within five (5) days after the hearing, the superintendent or his/her designee shall provide a written response to the Association President and grievant, using the appropriate grievance form in this document. The grievant may be accompanied by a member of the local Association or an OEA Representative.

4. Step Three:

Within five (5) days after receipt of the Step Two response, the parties may mutually agree to submit the matter to mediation.

5. Step Four:

Within five (5) days of:

a. receipt of the Step Two response;
b. the first date that the Step Two supervisor fails to file a timely response; or

c. the date upon which mediation pursuant to Step Three is not agreed upon or successful, the Association may notify the employer of its intent to proceed to arbitration. If the Association timely notifies the employer of its intent to proceed to arbitration, it must initiate such arbitration with the American Arbitration Association within twenty (20) days of the date it notified the Employer of its intent to proceed to arbitration. The failure to timely initiate such arbitration shall constitute a waiver of the grievance. The Association and/or grievant may not raise any claims at arbitration that were not raised during the previous levels of the grievance procedure.

C. Selection of the Arbitrator

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

D. Authority of the Arbitrator

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

E. Costs of Arbitration

The costs for the arbitrator and the hearing room shall be borne by the losing party.

F. Miscellaneous

1. All communications regarding grievances shall be reduced to writing and hand-delivered or mailed by certified mail, return receipt requested. The Employer shall provide the Association with copies of all communications.

2. Written receipt by the Employer shall be construed to be the delivery date to the appropriate supervisor's office.

3. Written receipt by the Association shall be construed to be the delivery date to the designated office of the Association.

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

entitled to be present to attend.

5. All parties attend hearing with no loss of pay or benefits.

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

7. A grievance may be withdrawn by the Association at any time without prejudice.

ARTICLE 6 — ASSOCIATION RIGHTS

A. The President of the Association or designee may visit all schools in the district for the purpose of carrying out Association business. Such visits shall be made upon notification to the building principal. In no event shall such visits interfere with or interrupt normal school operation and must be before and after school hours.

B. The Association shall be provided bulletin board space in each building for the posting of notices and other materials related to Association activities.

C. The Association shall be permitted to transact Association business on school property at reasonable times with the approval of the principal, without charge, except necessary charges incurred as a result of the meeting, provided that this shall not interfere with or interrupt normal school operations.

D. The Association shall have the use of teachers' mailboxes.

E. The President or his/her designee shall be provided with Board meeting agendas, full and complete minutes of Board meetings, and full and complete monthly Treasurer's reports. The packet will be placed in the President or his/her designee's mailbox when it is made available to the Board.

F. The Association shall have the right to ten (10) copies of the Board policy at CMEA expense.

G. The Association shall be provided time on the agenda, for a maximum of thirty (30) minutes, on the first day teacher's meeting. This time shall be at the end of the meeting, unless otherwise mutually agreed.

ARTICLE 7 — SICK LEAVE

A. Definition — Sick leave may be used for absence due to doctor's appointment, personal illness, pregnancy, injury, exposure to contagious disease which could be communicated to others, and for absence due to illness, injury, or death in the employee's immediate family. The term ‘immediate family’ is defined as spouse, natural, adopted and stepchildren, parents, brother, sister, grandparents, grandchildren, foster children, and in- laws or relatives residing in the same household. Sick leave may be used for illness, injury or death for persons outside an employee’s immediate family when approved by the building administrator.

B. A member who adopts a child may draw against his/her sick leave for up to a maximum of six (6) calendar weeks in a school year to attend to adoption-related processes and proceedings and/or to care for the newly adopted child if recommended by the child's physician and/or the agency/organization facilitating the adoption.

C. Each teacher shall be granted one and one-fourth (l-1/4) days per month for each year, for a total of fifteen (15) days, following employment. Accumulation of sick leave shall be unlimited.

D. If a teacher is absent for reasons covered by sick leave before he/she has had sufficient time to accumulate sick leave balance, in an effort to avoid salary deduction, the following policy will prevail:

1. A deficit of not more than fifteen (15) days may be borrowed against anticipated accumulative sick leave.

2. If a teacher's employment is ended for any reason while he/she still has a sick leave debt, a deduction will be made from the final paycheck. If there is still a balance due on the debt after the deduction from the final paycheck, the balance shall be immediately due and payable to the Board by the teacher.

E. Any teacher who exhausts his/her sick leave while on leave with extended illness will receive an advancement as specified in (C) above, upon request.

F. Sick leave will be deducted in multiples of one-quarter (1/4) day increments, based upon the individual teacher's workday. For full time members one quarter (1/4) day is two (2) hours or less, one-half (1/2) day is greater than two (2) and up to three and a half (3-1/2) hours, three-fourths day is greater than three and one half (3-1/2) hours and up to five and one half (5-1/2) hours, and a full day is greater than five and one half (5-1/2) hours.

G. Sick leave days shall not be used for seeking other employment, rendering services or working either with or without remuneration for themselves or for anyone else, for religious purposes, for unauthorized meetings, conventions or workshops, for fishing, hunting, vacation or other recreational activities.

H. The Superintendent or principal may request certification by a licensed doctor when there are consecutive absences or there is a concern of sick leave misuse. Misuse of sick leave shall result in deduction of the teacher's per diem rate of pay, and may be grounds for discipline, up to and including termination from employment under Ohio Revised Code 3319.081 and 3319.16.

I. In an attempt to assure a high level of classroom instruction and to recognize the dedication of members, the following attendance incentive shall be provided to those who utilize two or less days of sick, personal, and/or unpaid leave in a quarter.

1st Quarter — Two Hundred Dollars ($200)
2nd Quarter — Two Hundred Dollars ($200)
3rd Quarter — Two Hundred Dollars ($200)
4th Quarter — Four Hundred Dollars ($400)

Payment shall be made with the second pay of January for the 1st and 2nd quarter bonuses and with the second pay of June for the 3rd and 4th quarter bonuses. Professional leave days taken shall not count as a missed day.

J. Sick leave days transfer shall be allowed for teachers who come from other states, where such sick leave has accumulated under the laws of that state and is certified by the proper public schools official.

ARTICLE 8 — SICK LEAVE DONATION PROGRAM

A. A bargaining unit member that has exhausted all of his/her sick leave may apply to the Sick Leave Donation Committee for a donation of sick leave due to a catastrophic illness or injury to the bargaining unit member, a spouse, natural child, adopted child, step child, foster child, or relative living in the household of the bargaining unit member. The application must include the name and relationship to the bargaining unit member, a physician's statement indicating the nature of the illness or injury, diagnosis and prognosis, and the projected date of return to work of the bargaining unit member. Application for a sick leave donation for a bargaining unit member due to the illness or injury of someone other than the bargaining unit member is subject to approval of the Superintendent. If the Superintendent approves an application for sick leave donation due to the illness or injury of someone other than the bargaining unit member, the application shall be administered in accordance with this Article and shall be subject to the limits of this Article.

Upon receipt of the application, the SLD Committee shall notify all bargaining unit members that there has been a request for sick leave and the name of the individual requesting sick leave. The requesting member may only be granted a total of up to thirty
(30) days for the first application. If those days are exhausted, the bargaining unit member may make one additional application for up to another thirty (30) days.

Upon receiving notification of the application for a sick leave donation, each bargaining unit member may donate up to five (5) days of sick leave to a pool that will be credited to the requesting member. A total of thirty (30) days may be donated for each application. If the SLD Committee receives donations of more than thirty (30) days, the SLD Committee shall allocate the donations among each donating bargaining unit member, e.g., if ten (10) people donate five (5) days each, each member will only be charged with a donation of three (3) days. Upon finalization of the identity of the donors and the number of days each donor is donating, the SLD Committee will notify the Treasurer, in writing, of the name of each donor, how many days they are donating, and the name of the person to whom the days should be credited. Upon receipt of this information, the Treasurer shall verify that each donor has the requisite number of days to their credit, and if so, deduct those days from the donor and credit thirty (30) days to the account of the requesting member.

B. The requesting member may make one additional application to the SLD Committee for a sick leave donation upon the exhaustion of the days donated from the initial application. Under no circumstance will a bargaining unit member be entitled to more

than sixty (60) days in any school year. If the additional application is made, the procedure set forth in paragraph A shall apply.

C. Application for a sick leave donation may only be made for catastrophic illness or injury of the member or a person identified in A above. Catastrophic illness or injury is defined as an illness or injury that is "unusual, extraordinary, sudden, an unexpected manifestation of the forces of nature which cannot be prevented by human care, skill, or foresight."

D. If a bargaining unit member applies for, and is granted a donation of sick leave days, the days shall be paid at the per diem rate of the recipient of the sick leave. Any days donated and not used by the recipient shall not be returned to the donor.

E. The SLD Committee shall be made up of the Superintendent and Treasurer (or their designees) and three (3) Association members, appointed by the Association President.

F. Days donated to the SLD program will not be counted against a member's eligibility for recognition of good attendance as described in Article 7(I).

G. This provision shall not be subject to the grievance procedure.

ARTICLE 9 — PERSONAL LEAVE DAYS

A. A teacher is permitted three (3) personal leave days each school year which can be taken in one-quarter (1/4) day increments. For full time members one quarter (1/4) day is two (2) hours or less, one-half (1/2) day is greater than two (2) and up to three and a half (3-1/2) hours, three-fourths day is greater than three and one half (3-1/2) hours and up to five and one half (5-1/2) hours, and a full day is greater than five and one half (5-1/2) hours. The use of personal leave is unrestricted. Personal leave shall not be used to extend a scheduled school holiday or a scheduled school vacation, or in the first or final week of school, except in the case of emergency and/or special situations with the prior approval of the Superintendent.

B. Request of personal leave will be submitted to the principal at least three (3) days in advance of the requested date. The three (3) day limitation may be waived in the event of a confirmed emergency. In such cases, the appropriate form shall be completed upon return from the leave.

C. Misuse of personal leave shall result in deduction of the teacher's per diem rate of pay.

D. Up to two (2) unused personal days shall automatically be carried over from one year to the next beginning with unused days from the 2025-2026 school year. Carryover will provide a maximum of five (5) days available for use in any school year. Notwithstanding the foregoing, a bargaining unit member may elect to convert all unused personal leave days to sick leave by notifying the Treasurer in writing on or before June 30th. In the event a bargaining unit member has more than two (2) personal days at the end of a school year, all days over two (2) will be converted to sick leave.

In the event the Superintendent extends the number of personal leave days beyond three, any such additional days beyond five shall be recovered in the following year(s). If a teacher's employment has ended for any reason while he/she still has a personal leave debt, a deduction will be made from the final paycheck. If there is still a balance due on the debt after deduction from the final paycheck, the balance shall be immediately due and payable to the Board by the teacher.

E. In an emergency or personal hardship situations, the Superintendent may extend the number of days without loss of pay beyond the three (3) to five (5) days of personal leave. Such extension shall not exceed five (5) additional days unless approved by the Board. The teacher must provide written reasons for the needed extension.

ARTICLE 10 — PROFESSIONAL LEAVE

A. Teachers shall be granted professional leave to attend meetings such as visitations to other schools, conferences, workshops and seminars which are directly related to his/her teaching assignment. Such leave shall be limited to one teacher from a department or grade level per meeting, unless otherwise demonstrated that additional teacher(s) should attend. Teachers may be granted professional leave to attend meetings such as visitations to other schools, chaperoning, conferences, workshops and seminars which are indirectly related to his/her teaching assignment. In the event a teacher wishes to or is asked to chaperone a school event, approval is needed from the principal of both the school buildings in which the employee primarily works and the building in which the event to be chaperoned is occurring.

B. Reimbursement shall be as follows:

1. Registration Fees: (excluding organization dues) to a maximum of $100 unless such visitation/conference workshop/seminar is directly related to the teacher's assignment, in which case reimbursement shall be for the full amount. A teacher may elect to request that the Board prepay the registration fee by a purchase order.

2. Lodging: Hotel expenses shall be reimbursed at the rate turned in with a receipt up to a maximum of $120.00 per night. Tax exempt forms are available from the Treasurer and are to be obtained and used when checking into the hotel if possible.

3. Meals for Overnight Trips (not included in registration fees): Maximum of $35 per day.

4. Transportation: As per the mileage reimbursement, Article 41, for trips of less than a three hundred (300) mile radius; air fare for trips of three hundred (300) miles or more radius, or whichever is cheaper of two options.

5. The Board shall appropriate at least $8,000 for professional leave per year. Reimbursement may not be provided if appropriated funds are exhausted.

6. An expense form shall be completed upon return from the trip. Itemized receipts shall be attached to the expense form.

ARTICLE 11 — ASSOCIATION LEAVE

The Association officers/delegates, to a maximum of six (6) teachers, shall be granted two (2) days of leave with pay, upon written request of the President. Such leave shall be for purposes of attending to Association business.

ARTICLE 12 — CHILD CARE LEAVE

A. Child care leave, without pay, for a newly born or a newly adopted child shall be granted to a teacher for up to two (2) semesters. Extensions may be granted by the Board.

B. Teachers shall submit a written notice to the Superintendent and principal at least thirty (30) calendar days prior to the initiation of child care leave. Exception to this is when the adoption proceedings give less than thirty (30) day notice. The notice shall state the approximate date the leave shall commence and the approximate date of return.

C. The teacher shall return to the position he/she held prior to the leave when returning within the same school year. When extensions are granted or when leave extends into the next school year, the teacher shall return to the same/similar position that he/she held prior to the leave.

D. While on leave the teacher shall be entitled to continue on the group insurance plan, provided he/she pays the premiums for said coverage in advance.

E. Child care leave shall not extend a limited contract past its term, but the taking of such leave shall not be considered cause for nonrenewal.

ARTICLE 13 — COURT DUTY

When a teacher is called for jury duty or is subpoenaed as a witness, he/she shall notify the principal. The teacher shall suffer no loss of pay while serving such duty. However, compensation received for such duty, excluding transportation/mileage, shall be returned to the Board Treasurer. This Article shall not apply if the teacher is a party to the court or legal proceeding.

ARTICLE 14 — SABBATICAL LEAVE

A. A teacher who has completed five (5) years of service may, with the approval of the Board and the Superintendent, be entitled to take a leave of absence with part pay, for one or two semesters, subject to the following restrictions: The teacher shall present to the Superintendent for approval, a plan for professional growth prior to such a grant of permission, and at the conclusion of the leave, provide evidence that the plan was followed. The teacher may be required to return to the district at the end of the leave

for a period of at least one (1) year, unless the teacher has completed twenty-five (25) years of teaching in this state.

B. The Board may not grant such a leave unless there is available a satisfactory substitute, nor grant such leaves to more than five percent (5%) of the bargaining unit at any one time, nor allow a part salary in excess of the difference between the substitute's pay and the teacher's expected salary, nor grant a leave longer than one school year, nor grant a leave to any teacher more often than once for each five (5) years of service, nor grant a second time to the same individual when other teachers have filed a request for such a leave.

C. This section is subject to all other provisions of O.R.C. 3319.131.

ARTICLE 15 — UNPAID LEAVES OF ABSENCE

A. A teacher is permitted to request, in writing, unpaid leave days during the school year in one-quarter (1/4) day increments. Unpaid leave shall not be granted unless all personal leave days are exhausted.

B. Upon the written request of a teacher, the Board may grant a leave of absence without pay for a period of not more than two (2) consecutive years for educational, professional or other purposes. In his/her request, the teacher shall state the purpose of the leave and the amount of time needed.

C. Upon the written request of a teacher, the Board shall grant a leave of absence without pay where illness or other disability is the reason for the request. With his/her request, the teacher shall state the purpose for the leave and supply a statement from a physician specifically stating in terms of months, weeks and/or days, the period of time the teacher will be unable to return to work because of illness.

D. While on leave, the teacher shall be entitled to continue on the group insurance plans provided he/she pays the premiums for said coverage to the Treasurer in advance each month.

E. At the expiration of the leave, the teacher shall be offered the same or similar position within his/her area of certification.

F. Any teacher on an unpaid leave of absence as of March 1st of any school year must notify the Superintendent of his or her intent to return for the subsequent school year by April 1st of the current school year.

ARTICLE 16 — ASSAULT LEAVE

A. The Board shall grant up to fifteen (15) days of assault leave per school year, with pay, to any member who is physically unable to work as a result of a physical assault on him/her while the member is performing his/her contractual duties.

B. If assault leave is for more than five (5) days, the Board may require the member to be

examined by a physician of the Board's choice, at Board expense, in order to confirm the nature and extent of the injury.

ARTICLE 17 — PERSONNEL FILE

A. A personnel file of each teacher shall be maintained in the office of the Superintendent. This shall be considered the only official file, except for that information which is "directory information".

B. Upon advance written request, a teacher shall be able to review his/her personnel file in the office of the Superintendent. The file may be reviewed in the presence of the Superintendent or his/her designee. The teacher shall have the right to be accompanied by an Association representative. A representative of a teacher shall be given access to the file of said teacher upon presentation of written authorization from the teacher, including the signature of said teacher.

In addition to the teacher, the individual members of the Board, the Superintendent, the Assistant Superintendent, building principals and any other administrator who has a legitimate district-related reason for reviewing the file shall have access to same.

C. A teacher shall have the right at any time to attach a written reply to any material being placed in his/her file and this reply shall be attached to the material in question.

D. Any teacher shall have the right to obtain a photo static copy of any item in his/her file upon the payment of the reasonable cost of photocopying said material.

E. The provisions of this section of the contract shall not be construed as limiting the rights accorded to a teacher pursuant to Chapter 1347 of the *Ohio Revised Code.*

F. Anonymous letters or complaints shall not be placed in a teacher's file, nor be made a matter of record.

G. Teachers may submit letters of merit and/or awards which shall be placed in his/her personnel file.

H. A teacher shall be informed of any derogatory material being placed in his/her file.

I. Any reference and/or documentation regarding liability claims shall not be placed in a teacher's personnel file.

J. Before materials other than payroll or routine administrative items are placed in the personnel file, the member shall have the opportunity to see the material and shall initial and date the material shown to him/her. The initialing of the material does not indicate agreement by the member with the information contained in the material but simply indicates that the material was seen by him/her in accordance with this policy.

K. Reprimands may be removed from a member's file after two (2) years, provided there have been no further reprimands received for the same offense.

ARTICLE 18 — REDUCTION IN FORCE

A. Posting Seniority List

The seniority list shall be provided annually by October 15. The Board shall prepare and distribute a seniority list by job classification/license and date of hire. Said list shall be provided to the Association on or before the distribution date.

B. Inaccuracies in List

The Board or its agents shall investigate all reported inaccuracies and make such adjustments as may be in order and redistribute the updated list by November 15.

C. When, by reasons of decreased enrollment of pupils, return to duty of regular teachers after leaves of absence, by reason of suspension of schools or territorial changes affecting the district or financial reasons, the Board decides that it will be necessary to reduce the number of teachers, reduction by attrition will be used to the extent possible. If further reductions are required, the Board may proceed to suspend contracts in accordance with the recommendation of the Superintendent of schools who shall, within each teaching field affected, give preference to teachers on continuing contracts. The Board shall not give preference to any teacher based on seniority, except when making a decision between teachers who have comparable evaluations. On a case-by-case basis, in lieu of suspending a contract in whole, the Board may suspend a contract in part, 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.

1. The Board shall consider the most recent three (3) formal evaluations that have been conducted on teachers who may be subject to a Reduction in Force for purposes of making any reductions. All evaluations resulting in rating levels of Developing and Skilled or Skilled and Accomplished will be deemed comparable as defined in ORC 3319.17.

D. When staff reduction is necessary, the Superintendent shall give notice of the intent to recommend action to reduce staff to the Association and the affected teachers at least twenty (20) calendar days prior to such action of the Board.

E. The teachers who continuing contracts are suspended shall have the right of restoration to continuing service status by the Board for a period of three (3) years from the effective date of such suspension, and teachers whose limited contracts are suspended shall have the right of restoration to limited service status by the Board for a period of two (2) years from the effective date of such suspension, if and when teaching positions become vacant or are created for which any of such teachers are or become qualified. No teacher whose contract has been suspended pursuant to this section shall lose that right of restoration by reason of having declined recall to a position that is less than full-time or, if the teacher was not employed full-time just prior to suspension of the

teacher's contract, to a position requiring a lesser percentage of full-time employment than the position the teacher last held while employed in the district. Seniority shall not be the basis for rehiring a teacher, except when making a decision between teachers who have comparable evaluations.

F. The Board has fulfilled its responsibility to notify teachers who are entitled to recall by sending a written notice of vacancy by certified mail at the last address left with the Board by the teacher. Unclaimed, refused or non-deliverable notices, as well as failure to respond within ten (10) days of the mailing of the notice shall constitute refusal of the vacancy.

G. Teachers shall be able to maintain their insurance benefits during the time in which they have recall rights as specified herein provided the teacher pays the full cost of the premium to the Board's Treasurer.

ARTICLE 19 — COMPLAINT PROCEDURE

A. Any complaint, written or verbal, received about a teacher shall be referred to the building principal of that teacher. If the building principal determines to investigate the complaint, he/she shall meet with the teacher involved and make the teacher aware of the complaint and allow the teacher to present his/her response to the complaint before completing his/her investigation.

B. The principal will attempt to solve the matter informally and suggest that the complaining party meet with the teacher in an effort to resolve the matter.

C. If either the teacher or the complaining party are not satisfied with the decision of the principal after his/her completion of the investigation, then either may meet with the Superintendent to discuss the matter. After meeting with the Superintendent, either the teacher or complaining party may request a meeting with the Board.

D. It is agreed that this procedure does not apply to complaints of suspected child abuse or neglect which shall be reported as required by Ohio law.

ARTICLE 20 — VACANCIES AND TRANSFERS

A. Vacancies

A vacancy occurs when a letter of intent to retire/resign is submitted to the Superintendent. Furthermore, a vacancy also occurs with a transfer, reassignment, promotion, non-renewal, termination or with the creation of a new position.

Vacancies actually occurring during the school year shall be filled temporarily for the remainder of the year and posted in accordance with Section B below.

B. Postings

1. The Superintendent shall post all known vacancies for at least three (3) days, including those positions requiring an administrative certificate/license, as they become known to the Superintendent. Such postings will be sent via email to all employees, and no less than 24 hours later, the vacancy may be posted online and on the District's web page.

C. Vacancy/Transfer

Any teacher interested in a specific vacancy shall notify the Superintendent within the three (3) day posting period by submitting the Vacancy/Transfer Interest Form.

Additionally, teachers may complete and submit the Vacancy/Transfer Interest Form indicating an interest in any possible vacancy that may occur before the start of the next school year. Such form shall be submitted no later than January 1. The teacher shall indicate the reason for the transfer request, the school and position sought along with his/her certification/license.

D. Filling Positions

In filling vacancies, the Superintendent shall review both a teacher's request for a specific posting and a teacher's Vacancy/Transfer Interest Form. Additionally, the Superintendent shall attempt to contact the teacher.

Recommendations to fill vacancies or transfer requests shall be made on factors such as experience, competency, qualifications, and seniority.

No vacancy may be filled by an external candidate until the RIF list is exhausted of teachers certified/licensed for the position.

No transfer may occur that would initiate a layoff.

No interview of external candidates may be given until all qualified internal candidates have been contacted, interviewed and seriously considered for any vacancy.

E. Involuntary Transfer

The Superintendent will meet with a teacher being involuntarily transferred prior to the transfer. The reasons for the transfer shall be stated in writing.

ARTICLE 21 — COMMITTEES

A. Liaison Committee

Upon request of the teachers, the principal at each building shall meet once a month with a Liaison Committee to discuss matters of concern at the building level. Such committee shall consist of two (2) teachers who will be selected by the Association on a yearly basis.

The Liaison Committee shall be advisory only and is intended to assist the administration in the development and implementation of policies, rules and regulations. It is not to serve as an alternative to the grievance procedure.

B. Inclusion Committee

A committee shall be formed to discuss issues concerning inclusion of special education students into the regular classroom.

C. Local Professional Development Committee (LPDC)

1. A LPDC shall be established as required by the *Ohio Revised Code* Section 3319.22 and adopted Clinton-Massie Local Schools adopted LPDC guidelines.
2. Membership/Representation
    - 3 Teachers
    - 1 Administrator
    - Superintendent (or designee)
    - The teacher(s) shall be appointed via the president of the Clinton-Massie Education Association (CMEA) as per the bylaws of the association. The building administrator and one other administrative designee shall be appointed by the Superintendent.

The members of the LPDC shall be paid at the indexed rate as is established for LPDC Work in Article 44.

ARTICLE 22 — CURRICULUM AND TEXTBOOK SELECTION

A. The Board has the responsibility for the development of an educational program of high quality including the establishment of a graded course of study and the selection of textbooks.

B. The Superintendent shall undertake to study and develop proposals relating to the adoption or modification of the graded course of study. In this regard, the Superintendent will solicit the assistance of the teaching staff. No teacher shall be required to serve on such committee. All work outside the regular school day shall be by supplemental contract as specified in the supplemental salary schedule.

C. Recognizing the statutory responsibility of the Board for the selection of textbooks, the Superintendent shall solicit the assistance of the teaching staff in developing recommendations to the Board for textbook adoption.

D. New textbooks and/or curriculum shall be incorporated into the school system. All teachers who will be working with the new textbooks and/or curriculum will receive adequate in-service training and preparation in the use and application of the textbooks and supplemental materials.

ARTICLE 23 — EVALUATION

A. OTES Teachers

All teachers as defined by Ohio Revised Code section 3319.111 and 3319.112 shall be evaluated in accordance with the Board adopted evaluation policy and any Memorandum of Understanding effective between the parties.

B. Non-OTES Teachers

Any members who are not defined as teachers per the above referenced statutes shall be evaluated in accordance with this Article and any Memorandum of Understanding effective between the parties.

The position of social worker shall be evaluated in accordance with Board adopted policy and procedures utilizing the rubric matrix attached as Appendix H.

C. Evaluations Solely Subject to Grievance Procedure

Any complaints regarding violations of either this Article, the Board adopted evaluation policy, or any Memorandum of Understanding effective between the parties shall be subject solely to the grievance procedure set forth in Article V, and it is intended that the provisions of this Section C supersede any conflicting provisions of Ohio Revised Code section 3319.11.

D. Teachers on special assignment will be evaluated in accordance with Board adopted policy and procedures utilizing the evaluation tool attached as Appendix G. As a part of the new contract the Board will approve said evaluation tools by the August Board of Education meeting.

ARTICLE 24 — LIMITED CONTRACTS

A. A one-year limited contract shall be awarded to teachers new to the District. Thereafter, if the performance of such teacher is satisfactory, he/she will be granted one-year contracts for each of the following two years, unless he/she becomes eligible for a continuing contract.

B. Two-year contracts will then be awarded to a teacher employed beyond the years specified in (A) above, if the performance of such teacher is satisfactory, and until the teacher becomes eligible for a continuing contract. If the teacher's performance is not of a satisfactory level, then the Board of Education may issue a one-year contract instead of the prescribed two-year contract.

C. Teachers shall be eligible for continuing contract status in accordance with ORC Sections 3319.08 and 3319.11. Teachers who believe they will be eligible for a continuing contract must give written notice of their eligibility to the Superintendent on or before October 1st of the school year in which they become eligible or seek consideration subsequent to becoming eligible. A list of all members providing notice to the Superintendent will be provided to the Association President annually not later

than October 15.

The Continuing Contract Application is found in this document as Appendix B.

D. Teachers who have complied with the above requirements will be considered by the Board for a continuing contract during the term of a limited contract, and if the continuing contract is not granted at the Board's sole discretion, the terms of the limited contract will continue without interruption, as if there had been no request for a continuing contract.

E. A teacher who fails to provide written notification to the Superintendent by October 1st will waive any claims to a continuing contract by operation of law and the teacher may receive a one-year or two-year limited teaching contract for the next school year if the teacher is renewed. Such a limited teaching contract, if provided by the Board shall not be considered an extended limited contract in accordance with the provisions of ORC Section 3119.11. This article supersedes and replaces, where they are in conflict, those requirements and rights provided by ORC Sections 3319.08 and 3319.11.

F. Teachers who have met all qualifications and contractual notification requirements for a continuing contract, but have not corrected the deficiencies documented during the evaluation process shall be notified of these continued deficiencies in writing by the Superintendent on or before May 10th. The teacher may be placed on an extended limited contract not to exceed two years. If the teacher is re-employed at the end of the extended limited contract, he/she shall be given a continuing contract. This provision shall supersede and replace the process for providing an extended limited contract pursuant to ORC Sections 3319.08, 3319.11 and 3319.111.

G. A list of all members considered for a continuing contract containing the Board action of continuing contract granted, extended limited contract granted, or member non-renewal for each will be provided to the Association President annually not later than the deadline under which the Board is required by R.C. 3319.11 to provide written notice to members of the non-renewal of their contract.

ARTICLE 25 — SUPPLEMENTALS

A. All supplemental contracts are for one (1) year.

B. Supplemental contracts shall be paid at the rate established on the supplemental salary schedule.

C. A Supplemental Review Committee shall be established to:

a. Add a position;
b. Delete a position;
c. Amend a position;
d. Alter placement of a position on the supplemental salary schedule.

This committee shall meet once a year in April or when necessary unless no requests

for review of or establishment of a supplemental are submitted as specified below, in which case a meeting is not necessary. The committee shall be made up of four (4) CMEA members (two coaches, two academic representatives), the Treasurer, and the Superintendent. Board members may be present at the request of the union and/or superintendent

To request consideration for review of or establishment of a supplemental, a member shall complete the Proposal Form for Supplementals and submit it to the CMEA President and Superintendent by April 1st of the school year.

Job descriptions will be created by a joint partnership between the union and the Clinton- Massie Superintendent's office. The deadline for creation is the end of this contract.

D. All positions will be evaluated yearly by the appropriate supervisor as determined by the Superintendent.

E. Evaluations shall be completed within one month following the end of the season rebuttals may be attached.

F. Payment of the supplemental salary shall not occur until the evaluation has been completed and will be paid by a separate direct deposit. The threshold for payment by separate check shall be two hundredths of a percent (0.02%) of the base for the supplemental salary schedule or a payment of five hundred ($500) or more for team leaders. At the member's option, any year-long supplemental salary may be spread over 24 pays. Salary payments for seasonal supplemental positions shall be paid on or before November 15 (for activities that commenced during the fall season), March 15 (for activities that commenced during the winter season), and June 15 (for activities that commenced during the spring season) unless the duties for the activity has not been completed by the applicable date, in which case seventy-five (75%) of the total salary due shall be paid on or before the applicable date with the remainder to be paid with the next payroll after completion of all duties for the activity.

G. Copies of the evaluation shall be placed in the employee's permanent file in the Superintendent's office.

H. Supplemental athletic positions shall be evaluated in accordance with the evaluation form attached hereto as Appendix D.

I. If a supplemental position is canceled due to insufficient participation or financial hardship, the action to cancel must be taken by the end of the fourth (4th) week of the scheduled activity. The teacher shall be paid a prorated portion of the supplemental contract for the time worked prior to the cancellation.

For the purpose of determining the prorated portion, the following definitions shall be used.

- For athletics, the season is defined as beginning on the first official day through the end of the regular season as defined by the officially recognized Ohio Athletic Association.

- For year-long supplemental activities, the first and last days for students shall define the beginning and ending dates for the activity.

- For other seasonal activities not covered by the athletic association, the seasons shall be defined as follows:

  Fall: August 1 to November 1
  Winter: November 1 to March 1
  Spring: March 1 to June 1

ARTICLE 26 — HIRING RETIREES

If the Board elects to employ a teacher who has retired and is receiving benefits through the State Teachers Retirement System (STRS), including a teacher previously employed by the Board, the following provisions shall apply:

A. For initial placement a teacher may be placed on Step Zero (0) and no more than Step Ten (10) on the salary schedule for his/her teaching experience as recommended by the superintendent and approved by the board.

   Upon re-employment, the teacher shall be granted credit for each year of teaching with the Board as a retired teacher, provided he/she worked a minimum of one hundred twenty (120) days.

B. The Board will offer health insurance coverage in accordance with Article 36.

C. The Board shall provide life and dental insurance in accordance with Articles 37 and 38.

D. The teacher employed shall not be entitled to receive severance or super-severance pay.

E. The teacher shall start with a zero balance of sick leave but is entitled to accumulate and use sick leave in accordance with Article 7.

F. The teacher shall be hired under limited contracts only which shall automatically expire at the end of its term and shall not be subject to the non-renewal requirements specified in Article 24.

G. In the event of a reduction in force, the teacher will not have seniority over any other teacher in the bargaining unit.

H. This provision supersedes and replaces Sections 3319.11, 3319.111 and Chapter 3317 of the *Ohio Revised Code.*

I. A teacher employed under this provision is considered a member of the bargaining unit.

Unless specifically limited by this Article, all other terms and conditions of this contract shall be in full force and effect for the teacher.

ARTICLE 27 — SCHOOL CALENDAR COMMITTEE

No later than April 1 of each year, the Superintendent shall consider input from a calendar committee which includes, but is not limited to, at least 1 CMEA member from each building.

ARTICLE 28 — NON-RENEWAL

A. Any teacher employed under a limited contract whom the principal/superintendent intends not to recommend for reemployment shall be notified by the principal and/or the Superintendent at least five (5) working days prior to the May Board meeting where formal action on the contract is to be taken. The decision to non-renew a limited contract shall be based on the quality of teaching performance and supported by evidence contained in the teacher's record.

B. A teacher notified by the principal and/or Superintendent of his/her intention to non-renew shall be granted, upon written request, an opportunity for a conference with the Superintendent regarding the reason for the recommendation. The principal shall be present at such conference upon request of the teacher or Superintendent. The teacher may be accompanied by a representative of the Association.

C. The non-renewal of a teacher shall be done in accordance with Section 3319.11 of the *Ohio Revised Code.*

ARTICLE 29 — LENGTH OF SCHOOL DAY AND YEAR

A. The length of the teacher's workday shall be a maximum of seven and one-half (7-1/2) hours including a thirty (30) minute consecutive, uninterrupted, duty-free lunch. Teachers shall receive at least three and one half (3.5) hours of time on a work day prior to the start of school each year for purposes of preparing for the first teacher work day with students of the school year.

B. The teacher's school year shall consist of a maximum of one hundred eighty-three (183) days.

ARTICLE 30 — PLANNING/CONFERENCE PERIODS

A. All teachers at the secondary level shall be provided with one planning period per day equal in length to one class period not to be less than forty (40) continuous minutes or to exceed sixty (60) minutes in length. Period may be more or less than forty (40) minutes when a building-wide temporary schedule change is enacted by the Superintendent. Examples would include, but not limited to, weather delay, 2-hour early release, or testing days.

B. All teachers at the elementary level shall be provided with one planning period per day of at least forty (40) continuous minutes in length. Period may be more or less than forty (40) minutes when a building-wide temporary schedule change is enacted by the Superintendent. Examples would include, but not limited to, weather delay, 2-hour early release, or testing days.

C. Planning periods will be contained within the student day when possible. In the event planning periods cannot be provided during the student day, teachers will be provided a minimum of two-hundred (200) minutes of planning time per five (5) instructional days, free of all assigned duties.

D. Teachers shall not be asked to substitute during planning periods except in emergencies. When substitutes are needed, the Administration will seek volunteers from the certified staff. Staff will be assigned to substitute on a rotating basis if no volunteer is secured. When such substitution occurs, the teacher shall receive compensation equal to the hourly curriculum rate per period. Periods shall not exceed fifty (50) minutes in length.

E. Payment for internal substitution shall be made within two (2) pay periods after said substitution.

F. When a Special Education teacher is working on an alternative assessment, a substitute teacher shall be provided one day per student to aid the teacher.

G. Teachers attending IEP/Section 504 meetings during their planning period shall receive compensation equal to the hourly curriculum rate per period. Payment shall be made within two (2) pay periods after attendance at an IEP/Section 504 meeting.

ARTICLE 31 — STUDENT TUITION

A. Any teacher who resides outside the Clinton-Massie Local School District may choose to enroll his/her children in the Clinton-Massie Schools in accordance with the Board's open enrollment policy. Teachers choosing to enroll their children hereunder shall be guaranteed open enrollment.

B. In the event the Board revokes its open enrollment policy, any teacher who resides outside the Clinton-Massie Local School District may choose to enroll his/her children in the Clinton-Massie Schools.

C. Attendance of a teacher's child(ren) under Article 32(A) or (B) shall be free of tuition charges to the teacher. However, if the child requires special services, the employee shall pay the full cost of the special services needed to the extent the cost of educating the child exceeds the statutory tuition rate of the Board. Students currently enrolled as of the ratification date of this contract shall be free of tuition charges without restriction until they graduate or withdraw from the district. The parent/legal guardian is still responsible for applicable school fees.

ARTICLE 32 — JOB SHARING

A. Purpose

The purpose of job-sharing is to allow two members to share one teaching position within the school district. Job-sharing shall be voluntary and require the endorsement of the principal in the building in which the teachers shall be sharing a position.

The principal's decision to provide for a job-sharing program shall be based upon the needs of the building, unique elements of the position, and the compatibility of the two teachers requesting to job share. The principal's initial decision as to whether or not to agree to a job-sharing proposal shall be final and not subject to appeal or the grievance procedure. However, a principal's decision to discontinue an existing job-sharing program shall be subject to Section E of this Article.

B. Initiation

Members interested in job-sharing must submit a written joint proposal outlining some of the features they would include in their program to their building principal prior to March 1st. Proposals agreed to by the principal must be submitted to the Superintendent and the Association President prior to March 15th. The position will begin the following school year.

C. Required Elements of the Job-Sharing Proposal

1. Each team shall share one (1) teaching assignment.

2. Each team must outline how the time and teaching responsibilities shall be divided and shared. This designation shall continue for the entire year unless a change is approved by teachers and building principal in writing.

3. Each team shall address unique elements of the positions and describe how such elements will be addressed.

4. Both members shall attend all required in-services, conferences, open houses, IEP meetings, and staff meetings.

5. Both members shall assess students as usual and attend to all applicable classroom management duties.

6. The members will be expected to maintain close communication on a daily basis via telephone, email, and voicemail.

7. The building principal may during the course of the school year implement any operational changes which he/she may deem necessary or desirable to improve efficiency, enhance participant job satisfaction, or maximize the educational environment for students. However, such changes shall be consistent with the terms of this provision and the contract.

D. Teacher Employment Rights

The participating members shall, during their employment on a job-sharing basis:

1. Retain full rights and benefits under the Master Contract, except as modified by this article.

2. Receive a pro-rated salary based on the appropriate step on the negotiated salary schedule for full-time teachers.

3. Accrue seniority and service years on a full-time basis.

4. Earn and use sick leave and personal leave on the basis that a day is a day. However, any carry-over of leaves from a full-time contract into a job-sharing contract shall be at two hundred percent (200%) rate, and any carry-over of leaves from a job-sharing contract into a full-time contract shall be at fifty percent (50%) rate.

5. Receive up to a full day's pay, calculated pro-rata on hours worked, if covering the absence of the other team member.

6. Receive medical and dental insurance with the amount paid for the premiums and HSA Plan contributions by the Board not to exceed the total cost it normally would assume for one full-time teacher with a family medical plan.

   The overriding purpose of this section is to assure that the Board's cost of providing insurance to the team is no greater than that which it would incur if the work of the team were performed exclusively by the individual having the most- costly insurance premium in each coverage category.

7. A member's contract status shall not be affected by participation in the job-sharing program.

E. Discontinuation of Job-Sharing Team

1. The decision to discontinue a job-sharing program by the principal for a subsequent school year shall be based on educational aspects and shall not be arbitrary, capricious, or unreasonable. Members participating in a specific job-sharing program that has been in place for more than one (1) school year may appeal the decision to discontinue to the Superintendent. The Superintendent's decision shall be final and not subject to appeal or the grievance procedure.

2. Should the Board, principal, or either of the involved members wish to discontinue the job-sharing program for a subsequent school year, the member on the team having the greater seniority shall retain the position on a full-time basis for the following year. If discontinuation of the job-sharing program results in a reduction of force, the Master Contract's Reduction in Force provisions shall apply. The member with the lesser seniority shall be able to exercise those rights under Article 18 — Reduction in Force.

3. Participating members shall maintain a good-faith effort to implement the program for the entire school year unless released from the assignment by the Board. Should, due to unforeseen circumstances, a member be released from the job-sharing program during the course of the school year, the other member shall assume all the teaching responsibilities and return to full-time status unless otherwise agreed by the principal.

ARTICLE 33 – EMPLOYEES WORKING A REDUCED DAILY SCHEDULE

A. Establishment of Schedule

A full-time employee may mutually agree with the Board to work a reduced schedule. Said schedule shall be reduced in writing and signed by the building administrator, the affected employee, and the CMEA President on or not later than the disbursement of salary statements/contracts at the end of the school year. The agreement shall remain in effect for the duration of the following school year. Such an agreement is not assumed to be perpetual and must be mutually agreed in accordance with this provision each year. In the event that the Board institutes a reduction in force the year following a reduced schedule agreement, the employee who agreed to the reduced schedule shall be considered a full-time employee for the purposes of the reduction.

B. Salary

The salary of the reduced schedule employee shall be prorated based on the percentage of a full schedule.

C. Lunch and Planning Time Requirements

An employee working a reduced schedule of more than three and one half (3.5) hours per day shall be provided the same lunch and planning time as a full schedule employee in the building in which they primarily work. An employee working a reduced schedule of three and one half (3.5) hours per day or less shall be provided the equivalent of one half of the planning time of full schedule employees working in the same building.

D. Paid Leaves

Paid leaves such as sick leave and personal leave will accrue in the same manner as

for non-reduced schedule employees. In the event a member must be absent for the entirety of their scheduled day, a full day of sick or personal leave will be charged.

E. All terms and conditions of the Master Agreement shall apply to reduced schedule employees except as specified in this Article.

ARTICLE 34 — LIABILITY INSURANCE

The Board will provide liability insurance for all teachers.

ARTICLE 35 — HEALTH INSURANCE

A. The Board will provide the current Health Insurance Plan HD/HSA for the duration of this contract to all full-time bargaining unit members. The term "full-time" shall be defined as providing service of at least thirty (30) hours per week. Notwithstanding the foregoing, any bargaining unit member who does not provide "full-time" service as such term is defined herein, but was employed by the Board on or before August 1, 2014, shall be considered to provide "full-time" service to the Board regardless of the number of hours said bargaining unit member works per week.

The HD/HSA Plan consists of a High Deductible Healthcare Plan (HDHP) coupled with a Health Savings Account (HSA), or Health Reimbursement Account (HRA).

The Board's share of the premiums shall be as follows:

Effective 1-1-2023	Single Plan	Employee & Child/Spouse	Family Plan
	85%	80%	80%

Effective January 1, 2024, the HDHP deductibles shall increase to $2,500 (single) and $5,000 (employee and child/spouse or family). Upon an employee satisfying his or her deductible, the Board shall cover the remaining out-of-pocket maximum of $5,500 (single) or $11,000 (employee and child/spouse or family) through co-insurance, which shall be funded and paid by the Board through an HRA account.

B. The Employee will select the financial institution in which the HSA Plan accounts will be held.

C. Identical coverage shall be provided if the carrier is changed. The Association shall be informed in advance if there is a change in carrier. Any change of carrier that will not provide identical coverage must be presented to and approved by the Board and the Association before any proposed changes can be implemented.

1. An Insurance Committee will be formed whose purpose shall include, but not be limited to, a review of the current insurance coverage and carriers. The Committee shall meet upon written request of the Superintendent or the Association President. Either party may request that a consultant of its choice attend committee meetings providing advance notice is made to the other party.

Should the committee recommend changes, alterations from the current coverage will require the approval from the Board and the Association prior to implementation.

2. The parties agree to establish a committee within forty-five (45) days of ratification of this Contract consisting of two members of the administration and two members of the bargaining unit for the purpose of considering incentives for teachers who elect not to take health care insurance pursuant to this Article.

ARTICLE 36 — DENTAL AND VISION INSURANCE

A. The Board will continue to provide the dental plan, at Board's cost, in effect at the time of this Contract's ratification to all full-time bargaining unit members. The term "full-time" shall be defined as providing service of at least thirty (30) hours per week. Notwithstanding the foregoing, any bargaining unit member who does not provide "full-time" service as such term is defined herein, but was employed by the Board on or before August 1, 2014, shall be considered to provide "full-time" service to the Board regardless of the number of hours said bargaining unit member works per week.

B. Identical coverage shall be provided if the carrier is changed. The Association shall be informed in advance if there is a change in carrier. Any change of carrier that will not provide identical coverage must be presented to and approved by the Board and the Association before any proposed changes can be implemented.

C. The Board will provide a vision plan at the Board's cost. Identical coverage shall be provided if the carrier is changed. The Association shall be informed in advance if there is a change in carrier. Any change of carrier that will not provide identical coverage must be presented to and approved by the Board and the Association before any proposed changes can be implemented.

ARTICLE 37 — LIFE INSURANCE

The Board shall provide and pay for a $50,000 term life insurance and accidental death and dismemberment policy for all full-time bargaining unit members. The term "full-time" shall be defined as providing service of at least thirty (30) hours per week. Notwithstanding the foregoing, any bargaining unit member who does not provide "full-time" service as such term is defined herein, but was employed by the Board on or before August 1, 2014, shall be considered to provide "full-time" service to the Board regardless of the number of hours said bargaining unit member works per week. Half (1/2) time teachers shall be provided with a $25,000 term life insurance policy.

Retired teachers may purchase additional life insurance under the group plan if permissible under the rules of the company.

ARTICLE 38 — PAY PERIODS

A. The contract year shall be divided into twenty-four (24) pay periods. Paydays shall be

on the fifteenth (15th) and last day of each month. If any payday occurs on a non-business day, that payday shall be moved to the prior business day.

B. Occasionally situations may occur which involve back pay. The total amount of back pay shall be provided in the paycheck immediately following the mutual agreement/resolution of the situation.

C. The paycheck of a teacher utilizing an unpaid leave of absence shall reflect a loss of 1/183 of his/her salary for each day on leave.

ARTICLE 39 — PAYROLL DEDUCTION

A. The Board shall provide for the following payroll deductions:

1. United Education Profession (UEP) dues
2. Political contributions (FCPE)
3. Tax sheltered annuities
4. One Credit Union
5. Any teacher paid insurance premiums
6. STRS

B. The Board shall make payroll deductions for UEP dues as authorized by the teacher. Dues shall be deducted in twenty (20) installments beginning with the first pay in October. A listing of the amount of deduction for each teacher shall be provided to the Association Treasurer after each installment.

C. Dues deduction authorization may be revoked by a current member during a thirty (30) calendar day period, beginning with the first day of each school year. Authorization not revoked during said period shall continue for a successive period of one (1) year. Written notice of revocation shall be submitted to the Board and the Association Treasurer.

D. The Association will indemnify the Board and Treasurer against all liability for UEP dues and/or FCPE deductions made in accordance with these provisions.

ARTICLE 40 — MILEAGE REIMBURSEMENT

A teacher required to utilize his/her automobile as part of his/her regular assignment shall be reimbursed by the Board. The mileage rate paid shall be equal to the IRS rate in effect at the time of the travel.

ARTICLE 41 — SEVERANCE PAY

A. The Board shall grant severance pay to any teacher who is employed by the Clinton-Massie School District and who is certified to retire from teaching through the State Teachers Retirement System in the State of Ohio.

B. Severance pay shall be calculated at twenty-five percent (25%) of the teacher's accumulated sick leave up to two hundred eighty (280) days of accumulated leave plus five percent (5%) of accumulated leave for all days over two hundred eighty (280), and shall be paid at the rate equal to the teacher's per diem rate of his/her regular salary at the time of retirement.

C. Any teacher who dies while on active service in the Clinton-Massie School District, is deemed to have retired the day prior to his/her death. Severance pay benefits shall be determined by the individual's sick leave accumulation as applied to the above formula.

D. Super severance

1. In the event an employee resigns his/her employment with the Board for retirement purposes effective the end of or during the work year when he/she first becomes eligible to retire with unreduced benefits through STRS in accordance with ORC 3307.58, he/she shall receive a payment of thirty-three percent (33%) of the base salary plus severance pay as provided in the contract, pending one of the following conditions:

    a. If the employee is retiring at the end of the work year or during the summer prior to the start of the following school year, retirement notice is given to the Board by May 1.

    b. If the employee is retiring during a school year and prior to one hundred twenty (120) days of service, retirement notice is given to the Board by May 1 of the work year prior to retirement. The May 1 deadline for this condition may be waived pending Board approval and a sixty (60) day notice prior to retirement.

    c. If the employee is retiring during a work year after one hundred twenty (120) days of service but no later than one hundred forty (140) days of service, retirement notice is given to the Board sixty (60) days prior to retirement.

    d. If the employee is retiring during a work year after one hundred forty (140) days of service but prior to the end of the work year, retirement notice is given to the Board sixty (60) days prior to retirement and super severance is approved by the Board.

2. Any employee who elects not to resign his/her employment with the Board at the end of or during the work year in which he/she first becomes eligible to retire with unreduced benefits through STRS shall forfeit his/her right to any payment pursuant to this provision and shall be entitled only to severance pay pursuant to A through C above. The Board of Education may offer super severance beginning in and every year after STRS retirement eligibility has begun for a bargaining unit member.

Additionally, any employee who elects to resign his/her employment with the Board when the employee is eligible for actuarially reduced benefits through STRS shall forfeit his/her right to receive payment pursuant to this provision, and shall only be entitled to severance pay pursuant to A through C above.

Full details on eligibility requirements for unreduced benefits and actuarially reduced benefits through STRS are found in ORC 3307.58 and through contacting STRS.

E. Payment for both severance and super severance, if applicable, shall be issued in one payment within thirty (30) days of the Treasurer's receipt of written confirmation from STRS that the teacher is retired and receiving STRS benefits.

ARTICLE 42 — TEACHER SALARY SCHEDULES

A. Members will be paid in accordance with the salary schedules within this article.

B. The base salary in the salary schedules in this article shall reflect an increase of four and one half percent (4.5%) for the 2026-2027 school year and four percent (4%) for the 2027-2028 school year.

C. Members who attain a Master’s Degree plus thirty (30) hours who reach an experience step where the salary index is repeated will be paid in accordance with the next higher salary that reflects an increased index. When the member reaches the experience step that matches the index at which they are being compensated, they will be paid in accordance with the next salary step that reflects an increased ind

CLINTON-MASSIE LOCAL SCHOOL DISTRICT
TEACHER SALARY SCHEDULE
2026-27 SCHOOL YEAR

	BACH		BACH/150		MA		MA+15		MA+30*
STEPS	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	INDEX	SALARY	STEPS
0	1.000	$43,581	1.038	$45,237	1.095	$47,721	1.145	$49,900	0
1	1.042	$45,411	1.085	$47,285	1.147	$49,987	1.197	$52,166	1
2	1.084	$47,242	1.132	$49,334	1.199	$52,254	1.249	$54,433	2
3	1.126	$49,072	1.179	$51,382	1.251	$54,520	1.301	$56,699	3
4	1.168	$50,903	1.226	$53,430	1.303	$56,786	1.353	$58,965	4
5	1.210	$52,733	1.273	$55,479	1.355	$59,052	1.405	$61,231	5
6	1.252	$54,563	1.320	$57,527	1.407	$61,318	1.457	$63,498	6
7	1.294	$56,394	1.367	$59,575	1.459	$63,585	1.509	$65,764	7
8	1.336	$58,224	1.414	$61,624	1.511	$65,851	1.561	$68,030	8
9	1.378	$60,055	1.461	$63,672	1.563	$68,117	1.613	$70,296	9
10	1.420	$61,885	1.508	$65,720	1.615	$70,383	1.665	$72,562	10
11	1.462	$63,715	1.555	$67,768	1.667	$72,650	1.717	$74,829	11
12	1.504	$65,546	1.602	$69,817	1.719	$74,916	1.769	$77,095	12
15	1.546	$67,376	1.649	$71,865	1.771	$77,182	1.821	$79,361	13
18	1.588	$69,207	1.696	$73,913	1.823	$79,448	1.873	$81,627	14
21	1.630	$71,037	1.743	$75,962	1.875	$81,714	1.925	$83,893	15
24	1.672	$72,867	1.790	$78,010	1.927	$83,981	1.977	$86,160	18
27	1.714	$74,698	1.837	$80,058	1.979	$86,247	2.029	$88,426	21
29	1.756	$76,528	1.884	$82,107	2.031	$88,513	2.081	$90,692	24
30	1.798	$78,359	1.931	$84,155	2.083	$90,779	2.133	$92,958	27

*MA+30 index & salaries equal same line of MA+15

CLINTON-MASSIE LOCAL SCHOOL DISTRICT

TEACHER SALARY SCHEDULE

2027-28 SCHOOL YEAR

STEPS	BACH INDEX	SALARY	BACH/150 INDEX	SALARY	MA INDEX	SALARY	MA+15 INDEX	SALARY	MA+30* STEPS
0	1.000	$45,324	1.038	$47,046	1.095	$49,630	1.145	$51,896	0
1	1.042	$47,228	1.085	$49,177	1.147	$51,987	1.197	$54,253	1
2	1.084	$49,131	1.132	$51,307	1.199	$54,343	1.249	$56,610	2
3	1.126	$51,035	1.179	$53,437	1.251	$56,700	1.301	$58,967	3
4	1.168	$52,938	1.226	$55,567	1.303	$59,057	1.353	$61,323	4
5	1.210	$54,842	1.273	$57,697	1.355	$61,414	1.405	$63,680	5
6	1.252	$56,746	1.320	$59,828	1.407	$63,771	1.457	$66,037	6
7	1.294	$58,649	1.367	$61,958	1.459	$66,128	1.509	$68,394	7
8	1.336	$60,553	1.414	$64,088	1.511	$68,485	1.561	$70,751	8
9	1.378	$62,456	1.461	$66,218	1.563	$70,841	1.613	$73,108	9
10	1.420	$64,360	1.508	$68,349	1.615	$73,198	1.665	$75,464	10
11	1.462	$66,264	1.555	$70,479	1.667	$75,555	1.717	$77,821	11
12	1.504	$68,167	1.602	$72,609	1.719	$77,912	1.769	$80,178	12
15	1.546	$70,071	1.649	$74,739	1.771	$80,269	1.821	$82,535	13
18	1.588	$71,975	1.696	$76,870	1.823	$82,626	1.873	$84,892	14
21	1.630	$73,878	1.743	$79,000	1.875	$84,983	1.925	$87,249	15
24	1.672	$75,782	1.790	$81,130	1.927	$87,339	1.977	$89,606	18
27	1.714	$77,685	1.837	$83,260	1.979	$89,696	2.029	$91,962	21
29	1.756	$79,589	1.884	$85,390	2.031	$92,053	2.081	$94,319	24
30	1.798	$81,493	1.931	$87,521	2.083	$94,410	2.133	$96,676	27

*MA+30 index & salaries equal same line of MA+15

ARTICLE 43 — SALARY PLACEMENT

In order to be counted towards placement on the Master's Plus Column of the salary scale, all hours must meet the following conditions:

A. Masters Plus

1. Hours must be earned from an accredited teacher education college or university recognized by the Ohio Department of Education.

2. The hours must be for course work taken in the areas in which a teacher has certification/licenses, the field of education, or areas of work toward alternate certification/licensure/endorsements (i.e., administration, guidance, etc.).

3. All hours must be taken and earned after the employee has received his/her Master's Degree.

4. Course work which does not meet any of the above conditions may be counted towards the Master's Plus Column if approved in advance by the Superintendent as qualifying for credit on the Master's Plus Column.

5. Said hours must be fifteen (15) semester hours or the equivalent quarter hours.

B. Movement Dates

1. A teacher who has accumulated enough hours to move to a new horizontal step at the start of the school year must file official transcripts with the Treasurer by September 10.

2. A teacher who has accumulated enough hours to move to a new horizontal step at the start of the second semester must file official transcripts with the Treasurer by January 10.

POSITION DESCRIPTION		YEARS EXPERIENCE 0-2	3-6	7-10	11+
FOOTBALL					
Varsity Football		6,581	6,799	7,017	7,234
		0.151	0.156	0.161	0.166
H.S. Assistant Football #1		4,620	4,837	5,055	5,273
		0.106	0.111	0.116	0.121
H.S. Assistant Football #2		4,620	4,837	5,055	5,273
		0.106	0.111	0.116	0.121
H.S. Assistant Football #3		3,879	4,097	4,315	4,532
		0.089	0.094	0.099	0.104
H.S. Assistant Football #4		3,879	4,097	4,315	4,532
		0.089	0.094	0.099	0.104
H.S. Assistant Football #5		2,876	3,094	3,312	3,530
		0.066	0.071	0.076	0.081
Middle School 8th Grade Football		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
Middle School 7th Grade Football		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
M.S. Assistant 8th Grade Football		2,658	2,876	3,094	3,312
		0.061	0.066	0.071	0.076
M.S. Assistant 7th Grade Football		2,658	2,876	3,094	3,312
		0.061	0.066	0.071	0.076
Football Program Assistant		1,787	2,005	2,223	2,441
		0.041	0.046	0.051	0.056
Weight Room	Fall (Sep-Nov)	1,743	1,961	2,179	2,397
	Winter (Dec-Feb)	0.040	0.045	0.050	0.055
	Spring (Mar-May)				
	Summer (June-Aug)				
Weight Room Assistant	Winter	1,307	1,525	1,743	1,961
	Spring	0.030	0.035	0.040	0.045
BASKETBALL					
Varsity Boys Basketball		6,581	6,799	7,017	7,234
		0.151	0.156	0.161	0.166
Reserve Boys Basketball		4,620	4,837	5,055	5,273
		0.106	0.111	0.116	0.121
Freshman Boys Basketball		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
H.S. Boys Basketball Varsity Assistant		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
8th-grade Boys Basketball		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
7th-grade Boys Basketball		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
Varsity Girls Basketball		6,581	6,799	7,017	7,234
		0.151	0.156	0.161	0.166
Reserve Girls Basketball		4,620	4,837	5,055	5,273
		0.106	0.111	0.116	0.121
H.S. Girls Basketball Varsity Assistant		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
8th-grade Girls Basketball		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
7th-grade Girls Basketball		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
TENNIS					
Varsity Boys Tennis		3,748	3,966	4,184	4,402
		0.086	0.091	0.096	0.101
Varsity Girls Tennis		3,748	3,966	4,184	4,402
		0.086	0.091	0.096	0.101
Program Assistant (Girls)		1,787	2,005	2,223	2,441
		0.041	0.046	0.051	0.056
WRESTLING					
Varsity Wrestling		5,273	5,491	5,709	5,927
		0.121	0.126	0.131	0.136
Reserve Wrestling		3,748	3,966	4,184	4,402
		0.086	0.091	0.096	0.101
M.S. Wrestling		3,094	3,312	3,530	3,748
		0.071	0.076	0.081	0.086
Program Assistant (Girls)		1,787	2,005	2,223	2,441
		0.041	0.046	0.051	0.056
SWIMMING					
Varsity Swimming		3,312	3,530	3,748	3,966
		0.076	0.081	0.086	0.091
Assistant Swim Coach		1,787	2,005	2,223	2,441
		0.041	0.046	0.051	0.056

POSITION DESCRIPTION	YEARS EXPERIENCE 0-2	3-6	7-10	11+
TRACK				
Varsity Boys Track	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
Varsity Girls Track	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
H.S. Assistant Track #1	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
H.S. Assistant Track #2	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
M.S. Boys Track	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
M.S. Girls Track	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
M.S. Assistant Track	2,658	2,876	3,094	3,312
	0.061	0.066	0.071	0.076
BASEBALL				
Varsity Baseball	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
Reserve Baseball	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
H.S. Baseball Program Assistant	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
LACROSSE				
Varsity Lacrosse	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
HS Assistant Lacrosse	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
SOFTBALL				
Varsity Softball	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
Reserve Softball	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
H.S. Softball Program Assistant	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
VOLLEYBALL				
Varsity Volleyball	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
Reserve Volleyball	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
H.S. Volleyball Program Assistant	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
8th Grade Volleyball	2,658	2,876	3,094	3,312
	0.061	0.066	0.071	0.076
7th Grade Volleyball	2,658	2,876	3,094	3,312
	0.061	0.066	0.071	0.076
GOLF				
Varsity Boys Golf	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
JV Boys Golf Coach	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
Varsity Girls Golf	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
JV Girls Golf Coach	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
MS Golf (Coed)	2,658	2,876	3,094	3,312
	0.061	0.066	0.071	0.076
CROSS COUNTRY				
HS Cross Country	3,094	3,312	3,530	3,748
	0.071	0.076	0.081	0.086
MS Cross Country	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
SOCCER				
Varsity Boys Soccer	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
Reserve Boys Soccer	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
Varsity Girls Soccer	4,837	5,055	5,273	5,491
	0.111	0.116	0.121	0.126
Reserve Girls Soccer	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
BOWLING				
Bowling Coach	2,658	2,876	3,094	3,312
	0.061	0.066	0.071	0.076
Assistant Bowling	1,351	1,569	1,787	2,005
	0.031	0.036	0.041	0.046

POSITION DESCRIPTION	YEARS EXPERIENCE 0-2	3-6	7-10	11+
CHEERLEADING				
Varsity Football Cheerleading	2,658	2,876	3,094	3,312
	0.061	0.066	0.071	0.076
Reserve Football Cheerleading	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
M.S. Football Cheerleading #1	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
M.S. Football Cheerleading #2	1,787	2,005	2,223	2,441
	0.041	0.046	0.051	0.056
H.S. Basketball Cheerleading	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
M.S. 8th Basketball Cheerleading	1,351	1,569	1,787	2,005
	0.031	0.036	0.041	0.046
M.S. 7th Basketball Cheerleading	1,351	1,569	1,787	2,005
	0.031	0.036	0.041	0.046
Competitive Cheerleading #1	1,351	1,569	1,787	2,005
	0.031	0.036	0.041	0.046
Competitive Cheerleading #2	1,351	1,569	1,787	2,005
	0.031	0.036	0.041	0.046
FALCONETTES				
HS Falconettes	2,615	2,833	3,051	3,269
	0.060	0.065	0.070	0.075
MS Falconettes	1,743	1,961	2,179	2,397
	0.040	0.045	0.050	0.055
ATHLETIC SUPERVISORS				
Fall Sports Coordinator	3,312	3,530	3,748	3,966
	0.076	0.081	0.086	0.091
Winter Sports Coordinator	4,402	4,620	4,837	5,055
	0.101	0.106	0.111	0.116
ACADEMIC ADVISORS				
Robotics	2,615	2,833	3,051	3,269
	0.060	0.065	0.070	0.075
M.S. Academic Club	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
H.S. Key Club	3,051	3,269	3,486	3,704
	0.070	0.075	0.080	0.085
National Honor Society	2,615	2,833	3,051	3,269
	0.060	0.065	0.070	0.075
National Jr Honor Society	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
Academic Team	2,658	2,876	3,094	3,312
	0.061	0.066	0.071	0.076
Project Outreach / Food Pantry	1,743	1,961	2,179	2,397
	0.040	0.045	0.050	0.055
Yearbook (as a Class)	2,615	2,833	3,051	3,269
	0.060	0.065	0.070	0.075
Yearbook	4,576	4,794	5,012	5,230
	0.105	0.110	0.115	0.120
MS Yearbook	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
MS Hope Squad	1,525	1,743	1,961	2,179
	0.035	0.040	0.045	0.050
Ceramics Club	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
Fishing Club	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
Power of the Pen #1	1,525	1,743	1,961	2,179
	0.035	0.040	0.045	0.050
Power of the Pen #2	1,525	1,743	1,961	2,179
	0.035	0.040	0.045	0.050
EXTRA WORK				
Internal Substitute (per period)		43.58		
0.001				
Curriculum & Textbook		32.69		
0.00075				
Detension Supervisor (HS & MS Combined)		32.69		
0.00075				
Detention Supervisor (one school only)		22.23		
0.00051				
Home Instruction		32.69		
0.00075				
CCP Stipend	250		150	
first course 500	addtl course/sem		same course/same sem	

POSITION DESCRIPTION	YEARS EXPERIENCE 0-2	3-6	7-10	11+
MUSIC/DRAMA				
H.S. Marching Band Director	6,537	6,755	6,973	7,191
	0.150	0.155	0.160	0.165
Assistant Marching Band Director #1	3,486	3,704	3,922	4,140
	0.080	0.085	0.090	0.095
Assistant Marching Band Director #2	3,486	3,704	3,922	4,140
	0.080	0.085	0.090	0.095
Flag Corp	2,615	2,833	3,051	3,269
	0.060	0.065	0.070	0.075
Winter Guard	3,269	3,486	3,704	3,922
	0.075	0.080	0.085	0.090
Jazz Band/Pep Band	2,615	2,833	3,051	3,269
	0.060	0.065	0.070	0.075
Winter Drum Line	3,269	3,486	3,704	3,922
	0.075	0.080	0.085	0.090
Music Program Assistant	1,743	1,961	2,179	2,397
	0.040	0.045	0.050	0.055
H.S/M.S. Concert Band Director	4,794	5,012	5,230	5,448
	0.110	0.115	0.120	0.125
H.S./M.S. Chorus	4,794	5,012	5,230	5,448
	0.110	0.115	0.120	0.125
H.S. Faclonaires	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
Drama	4,794	5,012	5,230	5,448
	0.110	0.115	0.120	0.125
Drama Assistant #1	1,743	1,961	2,179	2,397
	0.040	0.045	0.050	0.055
Drama Assistant #2	1,743	1,961	2,179	2,397
	0.040	0.045	0.050	0.055
CIVIC ADVISORS				
H.S. Student Council	2,833	3,051	3,269	3,486
	0.065	0.070	0.075	0.080
M.S. Student Council	1,525	1,743	1,961	2,179
	0.035	0.040	0.045	0.050
Leadership Clinton Youth Collaborative	1,307			
	0.030			
Head Freshman Class Advisor	1,525			
	0.035			
Head Sophomore Class Advisor	3,051			
	0.070			
Sophomore Class Advisor (Chaperone)	305			
	0.007			
Head Junior Class Advisor	3,051			
	0.070			
Junior Class Advisor (Chaperone)	305			
	0.007			
Head Senior Class Advisor	1,743			
	0.040			
Senior Class Advisor (Graduation)	305			
	0.007			
Camp Joy Coordinator	3,269			
	0.075			
Middle School Project Trust Coordinator	3,269			
	0.075			
High School Project Trust Coordinator	3,269			
	0.075			
Middle School DC Trip Coordinator	3,269			
	0.075			
Graduation Coordinator	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
Community Resource Director	1,961	2,179	2,397	2,615
	0.045	0.050	0.055	0.060
Team Leader/Department Chair	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
Mentor Teacher	1,307	1,525	1,743	1,961
	0.030	0.035	0.040	0.045
LPDC Committee	523			
	0.012			

CLINTON-MASSIE LOCAL SCHOOL DISTRICT
SUPPLEMENTAL SALARY SCHEDULE

2027-28 School Year Base Salary $45,324

POSITION DESCRIPTION		YEARS EXPERIENCE 0-2	3-6	7-10	11+
FOOTBALL					
Varsity Football		6,844	7,071	7,297	7,524
		0.151	0.156	0.161	0.166
H.S. Assistant Football #1		4,804	5,031	5,258	5,484
		0.106	0.111	0.116	0.121
H.S. Assistant Football #2		4,804	5,031	5,258	5,484
		0.106	0.111	0.116	0.121
H.S. Assistant Football #3		4,034	4,260	4,487	4,714
		0.089	0.094	0.099	0.104
H.S. Assistant Football #4		4,034	4,260	4,487	4,714
		0.089	0.094	0.099	0.104
H.S. Assistant Football #5		2,991	3,218	3,445	3,671
		0.066	0.071	0.076	0.081
Middle School 8th Grade Football		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
Middle School 7th Grade Football		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
M.S. Assistant 8th Grade Football		2,765	2,991	3,218	3,445
		0.061	0.066	0.071	0.076
M.S. Assistant 7th Grade Football		2,765	2,991	3,218	3,445
		0.061	0.066	0.071	0.076
Football Program Assistant		1,858	2,085	2,312	2,538
		0.041	0.046	0.051	0.056
Weight Room	Fall (Sep-Nov)	1,813	2,040	2,266	2,493
	Winter (Dec-Feb)	0.040	0.045	0.050	0.055
	Spring (Mar-May)				
	Summer (June-Aug)				
Weight Room Assistant	Winter	1,360	1,586	1,813	2,040
	Spring	0.030	0.035	0.040	0.045
BASKETBALL					
Varsity Boys Basketball		6,844	7,071	7,297	7,524
		0.151	0.156	0.161	0.166
Reserve Boys Basketball		4,804	5,031	5,258	5,484
		0.106	0.111	0.116	0.121
Freshman Boys Basketball		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
H.S. Boys Basketball Varsity Assistant		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
8th-grade Boys Basketball		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
7th-grade Boys Basketball		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
Varsity Girls Basketball		6,844	7,071	7,297	7,524
		0.151	0.156	0.161	0.166
Reserve Girls Basketball		4,804	5,031	5,258	5,484
		0.106	0.111	0.116	0.121
H.S. Girls Basketball Varsity Assistant		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
8th-grade Girls Basketball		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
7th-grade Girls Basketball		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
TENNIS					
Varsity Boys Tennis		3,898	4,124	4,351	4,578
		0.086	0.091	0.096	0.101
Varsity Girls Tennis		3,898	4,124	4,351	4,578
		0.086	0.091	0.096	0.101
Program Assistant (Girls)		1,858	2,085	2,312	2,538
		0.041	0.046	0.051	0.056
WRESTLING					
Varsity Wrestling		5,484	5,711	5,937	6,164
		0.121	0.126	0.131	0.136
Reserve Wrestling		3,898	4,124	4,351	4,578
		0.086	0.091	0.096	0.101
M.S. Wrestling		3,218	3,445	3,671	3,898
		0.071	0.076	0.081	0.086
Program Assistant (Girls)		1,858	2,085	2,312	2,538
		0.041	0.046	0.051	0.056
SWIMMING					
Varsity Swimming		3,445	3,671	3,898	4,124
		0.076	0.081	0.086	0.091
Assistant Swim Coach		1,858	2,085	2,312	2,538
		0.041	0.046	0.051	0.056

POSITION DESCRIPTION	YEARS EXPERIENCE 0-2	3-6	7-10	11+
TRACK				
Varsity Boys Track	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
Varsity Girls Track	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
H.S. Assistant Track #1	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
H.S. Assistant Track #2	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
M.S. Boys Track	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
M.S. Girls Track	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
M.S. Assistant Track	2,765	2,991	3,218	3,445
	0.061	0.066	0.071	0.076
BASEBALL				
Varsity Baseball	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
Reserve Baseball	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
H.S. Baseball Program Assistant	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
LACROSSE				
Varsity Lacrosse	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
HS Assistant Lacrosse	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
SOFTBALL				
Varsity Softball	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
Reserve Softball	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
H.S. Softball Program Assistant	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
VOLLEYBALL				
Varsity Volleyball	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
Reserve Volleyball	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
H.S. Volleyball Program Assistant	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
8th Grade Volleyball	2,765	2,991	3,218	3,445
	0.061	0.066	0.071	0.076
7th Grade Volleyball	2,765	2,991	3,218	3,445
	0.061	0.066	0.071	0.076
GOLF				
Varsity Boys Golf	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
JV Boys Golf Coach	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
Varsity Girls Golf	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
JV Girls Golf Coach	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
MS Golf (Coed)	2,765	2,991	3,218	3,445
	0.061	0.066	0.071	0.076
CROSS COUNTRY				
HS Cross Country	3,218	3,445	3,671	3,898
	0.071	0.076	0.081	0.086
MS Cross Country	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
SOCCER				
Varsity Boys Soccer	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
Reserve Boys Soccer	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
Varsity Girls Soccer	5,031	5,258	5,484	5,711
	0.111	0.116	0.121	0.126
Reserve Girls Soccer	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
BOWLING				
Bowling Coach	2,765	2,991	3,218	3,445
	0.061	0.066	0.071	0.076
Assistant Bowling	1,405	1,632	1,858	2,085
	0.031	0.036	0.041	0.046

POSITION DESCRIPTION	YEARS EXPERIENCE 0-2	3-6	7-10	11+
CHEERLEADING				
Varsity Football Cheerleading	2,765	2,991	3,218	3,445
	0.061	0.066	0.071	0.076
Reserve Football Cheerleading	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
M.S. Football Cheerleading #1	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
M.S. Football Cheerleading #2	1,858	2,085	2,312	2,538
	0.041	0.046	0.051	0.056
H.S. Basketball Cheerleading	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
M.S. 8th Basketball Cheerleading	1,405	1,632	1,858	2,085
	0.031	0.036	0.041	0.046
M.S. 7th Basketball Cheerleading	1,405	1,632	1,858	2,085
	0.031	0.036	0.041	0.046
Competitive Cheerleading #1	1,405	1,632	1,858	2,085
	0.031	0.036	0.041	0.046
Competitive Cheerleading #2	1,405	1,632	1,858	2,085
	0.031	0.036	0.041	0.046
FALCONETTES				
HS Falconettes	2,719	2,946	3,173	3,399
	0.060	0.065	0.070	0.075
MS Falconettes	1,813	2,040	2,266	2,493
	0.040	0.045	0.050	0.055
ATHLETIC SUPERVISORS				
Fall Sports Coordinator	3,445	3,671	3,898	4,124
	0.076	0.081	0.086	0.091
Winter Sports Coordinator	4,578	4,804	5,031	5,258
	0.101	0.106	0.111	0.116
ACADEMIC ADVISORS				
Robotics	2,719	2,946	3,173	3,399
	0.060	0.065	0.070	0.075
M.S. Academic Club	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
H.S. Key Club	3,173	3,399	3,626	3,853
	0.070	0.075	0.080	0.085
National Honor Society	2,719	2,946	3,173	3,399
	0.060	0.065	0.070	0.075
National Jr Honor Society	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
Academic Team	2,765	2,991	3,218	3,445
	0.061	0.066	0.071	0.076
Project Outreach / Food Pantry	1,813	2,040	2,266	2,493
	0.040	0.045	0.050	0.055
Yearbook (as a Class)	2,719	2,946	3,173	3,399
	0.060	0.065	0.070	0.075
Yearbook	4,759	4,986	5,212	5,439
	0.105	0.110	0.115	0.120
MS Yearbook	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
MS Hope Squad	1,586	1,813	2,040	2,266
	0.035	0.040	0.045	0.050
Ceramics Club	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
Fishing Club	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
Power of the Pen #1	1,586	1,813	2,040	2,266
	0.035	0.040	0.045	0.050
Power of the Pen #2	1,586	1,813	2,040	2,266
	0.035	0.040	0.045	0.050
EXTRA WORK				
Internal Substitute (per period)		45.32		
0.001				
Curriculum & Textbook		33.99		
0.00075				
Detension Supervisor (HS & MS Combined)		33.99		
0.00075				
Detention Supervisor (one school only)		23.12		
0.00051				
Home Instruction		33.99		
0.00075				
CCP Stipend	250		150	
first course 500	addtl course/sem		same course/same sem	

POSITION DESCRIPTION	YEARS EXPERIENCE 0-2	3-6	7-10	11+
MUSIC/DRAMA				
H.S. Marching Band Director	6,799	7,025	7,252	7,478
	0.150	0.155	0.160	0.165
Assistant Marching Band Director #1	3,626	3,853	4,079	4,306
	0.080	0.085	0.090	0.095
Assistant Marching Band Director #2	3,626	3,853	4,079	4,306
	0.080	0.085	0.090	0.095
Flag Corp	2,719	2,946	3,173	3,399
	0.060	0.065	0.070	0.075
Winter Guard	3,399	3,626	3,853	4,079
	0.075	0.080	0.085	0.090
Jazz Band/Pep Band	2,719	2,946	3,173	3,399
	0.060	0.065	0.070	0.075
Winter Drum Line	3,399	3,626	3,853	4,079
	0.075	0.080	0.085	0.090
Music Program Assistant	1,813	2,040	2,266	2,493
	0.040	0.045	0.050	0.055
H.S/M.S. Concert Band Director	4,986	5,212	5,439	5,666
	0.110	0.115	0.120	0.125
H.S./M.S. Chorus	4,986	5,212	5,439	5,666
	0.110	0.115	0.120	0.125
H.S. Faclonaires	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
Drama	4,986	5,212	5,439	5,666
	0.110	0.115	0.120	0.125
Drama Assistant #1	1,813	2,040	2,266	2,493
	0.040	0.045	0.050	0.055
Drama Assistant #2	1,813	2,040	2,266	2,493
	0.040	0.045	0.050	0.055
CIVIC ADVISORS				
H.S. Student Council	2,946	3,173	3,399	3,626
	0.065	0.070	0.075	0.080
M.S. Student Council	1,586	1,813	2,040	2,266
	0.035	0.040	0.045	0.050
Leadership Clinton Youth Collaborative	1,360			
	0.030			
Head Freshman Class Advisor	1,586			
	0.035			
Head Sophomore Class Advisor	3,173			
	0.070			
Sophomore Class Advisor (Chaperone)	317			
	0.007			
Head Junior Class Advisor	3,173			
	0.070			
Junior Class Advisor (Chaperone)	317			
	0.007			
Head Senior Class Advisor	1,813			
	0.040			
Senior Class Advisor (Graduation)	317			
	0.007			
Camp Joy Coordinator	3,399			
	0.075			
Middle School Project Trust Coordinator	3,399			
	0.075			
High School Project Trust Coordinator	3,399			
	0.075			
Middle School DC Trip Coordinator	3,399			
	0.075			
Graduation Coordinator	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
Community Resource Director	2,040	2,266	2,493	2,719
	0.045	0.050	0.055	0.060
Team Leader/Department Chair	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
Mentor Teacher	1,360	1,586	1,813	2,040
	0.030	0.035	0.040	0.045
LPDC Committee	544			
	0.012			

ARTICLE 45 — DIRECT DEPOSIT

All payroll shall be made by direct deposit.

ARTICLE 46 — TUITION REIMBURSEMENT

The Board shall provide for teachers a sum of one hundred fifty percent (150%) of the BA Step 0 Salary Rate annually for tuition reimbursement for course work which is related to the member's teaching field. Course work which is not related to the member's teaching field will not be reimbursed unless approved by the Superintendent.

Reimbursement shall not exceed ninety percent (90%) of the cost of tuition. If requested reimbursement exceeds available funds, reimbursement shall be dispersed equally among applicants up to ninety percent (90%) of the cost of tuition so that each requesting member receives the same percentage of their tuition costs.

Twenty-five percent (25%) of the amount of the fund (rounded to the nearest dollar) shall be available for Fall semester tuition cost reimbursement (courses completed prior to February 1), twenty-five (25%) of the amount of the fund (rounded to the nearest dollar) shall be available for Winter/Spring tuition reimbursement (courses completed prior to June 1) and fifty percent (50%) of the amount of the fund (rounded to the nearest dollar) shall be available for Summer session courses (courses completed by September 1). Unused money from the fall and spring/winter semester shall be added to the money available during the summer. Unused money from the summer session shall not be carried forth to the following year. Unused money from the summer session shall be redistributed, if less than fifty percent (50%) was paid during the fall and spring/winter semesters.

The Superintendent may approve one hundred percent (100%) tuition reimbursement when coursework goes toward credentialing the teacher for CCP courses.

Only course offerings from a college or university, or extension thereof, will be accepted unless approved by the Superintendent.

Unless approved by the Superintendent, tuition for undergraduate courses will not be reimbursed unless there is a direct relationship to the current teaching responsibility of the member.

Application for reimbursement shall be made to the Superintendent prior to starting the course work each quarter/semester.

Reimbursements for credit shall be made three times annually. Proof of credit (grade card and receipt of payment) must be submitted to the Superintendent by September 1 for Summer courses, February 1 for Fall courses, or June 1 for Winter/Spring courses. Members who qualify shall receive reimbursement within twenty (20) calendar days after these submission deadlines. After the payment for the course is made, the staff member shall complete a full contractual year of service in the district. A leave of absence is not considered service. Otherwise, the district shall be reimbursed for the course unless the staff member is no longer

serving in the district due to a reduction in force. Proof of credit submitted after these deadlines shall be reimbursed according to the next submission deadline.

No reimbursement shall be made where tuition is paid by scholarship, fellowship or grant.

College credits earned by certified personnel that may qualify them for the next salary bracket must be filed in the office of the Superintendent on or before September 10 and on or before January 10 in order to receive the next salary increment for the current school year.

ARTICLE 47 — ASSOCIATION STIPENDS

Upon written request by the Association to the District Treasurer, the following Officers shall be paid an annual stipend by the Board in the amounts listed below. One half (1/2) of the stipend shall be paid to Officers to coincide with the November supplemental contract payments. And the remaining one half (1/2) thereof shall be paid to said Officers to coincide with the June supplemental contract payments. The Association shall notify the District Treasurer of the individuals who hold the following Officer positions by October 1st of each year. The Board shall not be required to make any stipend payments if more than two individuals hold one Officer position.

President — a stipend in an amount equal to the total cost of annual unified dues.

Vice President — a stipend in an amount equal to 0.75 times the cost of annual unified dues.

Negotiations Chairperson — during the year leading up to and including negotiations year, a stipend in an amount equal to the total cost of annual unified dues.

Secretary - a stipend in an amount equal to 0.25 times the cost of annual unified dues.

Treasurer — a stipend in an amount equal to 0.5 times the cost of annual unified dues.

The Board shall deduct/withhold all applicable federal, state, and city income tax, and the total cost of STRS contributions from said stipends.

The Association shall reimburse the Board for the cost of the stipends, including the Board's share of payments to STRS, workers' compensation, and Medicare. Payment will be sent from the Association to the Board two weeks prior to the pay date.

ARTICLE 48 — DURATION OF AGREEMENT

This contract shall commence on August 1, 2026 and expire on July 31, 2028.

ARTICLE 49 — MISCELLANEOUS

This language applies to any former employees of the Board who: (a) were hired by the Great Oaks Career Center immediately after their employment with the Board and before June 30, 2024; and (b) were placed in a school of the Board's by Great Oaks immediately after

their employment with the Board ended. These employees shall be entitled to return as a Board employee with the same contract status that they had when employed by the Board if they were subject to a reduction in force by Great Oaks that was not the result of the Board abolishing the program(s) that they were teaching while employed by Great Oaks. Upon return to employment with the Board, the former employee shall accrue seniority and be placed on the salary schedule as though he or she had been continuously employed by the Board.

If any employee previously employed by Clinton-Massie immediately prior to their employment and placement at Clinton-Massie by Great Oaks returns to regular Clinton-Massie employment, no current bargaining unit member shall be removed from employment to make a position for them.

IN WITNESS WHEREOF, the authorized representatives of the Parties have each set their hand hereunder in order to signify their intent to be bound by the foregoing.

CLINTON-MASSIE LOCAL SCHOOL DISTRICT BOARD OF EDUCATION

By: _____ Date: 6/29/26
SUPERINTENDENT

By: Carrie CH. B. Date: 6/29/26
TREASURER

By: _____ Date: 6/29/26
BOARD PRESIDENT

CLINTON-MASSIE EDUCATION ASSOCIATION

By: _____ Date: 6-29-26
CMEA PRESIDENT

APPENDIX A
Step One

CLINTON-MASSIE LOCAL SCHOOL DISTRICT

GRIEVANCE FORM

Step One (Principal)

DATE: _____

NAME OF GRIEVANT: _____

ASSIGNMENT:_____
BUILDING:_____

Statement of grievance and relief sought (state specific provision involved):

_____
_____
_____
_____
_____

The situation leading directly to the filing of this grievance occurred on or about:

_____

Request hearing with Principal: Yes_____ No_____

Signature of Grievant_____

Recommended: Signature of Association President_____

* * * *

APPENDIX A
Step Two

CLINTON-MASSIE LOCAL SCHOOL DISTRICT

GRIEVANCE FORM

Step Two (Superintendent)

The purpose of this form is to appeal the grievance to Level Three, Superintendent.

Date of written appeal: _____
(Filed within five [5] business days of receipt of decision at Step One)

Attach a completed copy of the Grievance Form, Step One.

Request hearing with Superintendent? Yes_____ No _____

Signature of Grievant: _____

* * * *

APPENDIX A
Step Three

CLINTON-MASSIE LOCAL SCHOOL DISTRICT

GRIEVANCE FORM

Step Three (Mediation)

The purpose of this form is to appeal the grievance to Level Three, Mediation. This request shall be sent to the Superintendent.

Date of Notice: _____

(Filed within five [5] business days of receipt of decision at Step Two)

Attach copies of Steps One and Two Grievance Forms.

Signature of Grievant: _____

* * * *

APPENDIX A
Step Four

CLINTON-MASSIE LOCAL SCHOOL DISTRICT

GRIEVANCE FORM

Step Four (Arbitration)

The purpose of this form is to submit the grievance to Level Four, Arbitration. Appeal shall be sent to the Superintendent.

Date of Notice: _____

(Filed within five [5] business days of deadline for Step Two response or within five [5] days of the date that mediation pursuant to Step Three is not agreed upon or successful)

Attach copies of Steps One and Two Grievance Forms.

Signature of Grievant: _____

* * * *

APPENDIX B

Continuing Contract Request for Consideration

In accordance with section 3319.08 of the Ohio Revised Code, the following information is required for progression from a limited to a continuing contract. Additionally, it shall be the Member's responsibility to provide written notice to the Superintendent by October 1st of the school year when he/she is or will become eligible for continuing contract status.

For teachers initially licensed prior to January 1, 2011, you must be able to circle yes to number 1, 2, 3 **and** EITHER number 4 or number 5.

Yes **No** 1. I hold a permanent certificate or a professional, senior professional, or lead professional educator license, **and**

Yes **No** 2. I have taught three of the last five years within the district, or having attained continuing contract status elsewhere in Ohio (You must provide written verification of this from your former Ohio district), have served at least two years in the Clinton-Massie School district;

and

Yes **No** 3. I am being evaluated (OTES or OSCES) or any other CMLS formal evaluation process

and

Yes **No** 4. I **held a master's degree** at the time of initially receiving my Ohio teacher's certificate under former law or an educator license, I have taken **(6) six semester hours of graduate coursework** in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license and **I will provide ORIGINAL TRANSCRIPTS to the Human Resources Department** if they are not already on file.

(OR)

Yes **No** 5. I **did not hold a master's degree** at the time of initially receiving a teacher's certificate under former law or an educator license, I have taken (**30) thirty semester hours of coursework** in the area of licensure or in an area related to the teaching field since the initial issuance of such certificate or license and **I will provide ORIGINAL TRANSCRIPTS to the Human Resources Department** if they are not already on file.

For teachers initially licensed, obtained after January 1, 2011, you must be able to circle yes to number 1, 2, 3 **and** EITHER number 4 or number 5. In addition, the educator must hold an educator license for at least seven (7) years.

Those who have circled yes to number 1, 2, 3 **and** EITHER number 4 or number 5, and have provided original transcripts to the Board of Education Office, will be considered for a continuing contract during the school year the application is made. Applications for a continuing contract will only be considered if all of the requirements are met and the application is submitted by October 1.

After reviewing the information above, please circle yes or no regarding your eligibility for application for continuing contract, obtain your Principal/Administrator signature and **return this form to the C-M Board of Education Office no later than October 1st.**

_____

Teacher Name – Printed Building/Department Location

_____

Teacher Signature Date Signed

_____

*Principal/Administrator Signature Date Signed

***Administrator signature indicates the Administrator is in 100% support of the employee's application for continuing contract.**

APPENDIX C

Clinton Massie School District
Proposal for Supplemental Position

Check one:____New____Reinstatement____Revision
Date Submitted: _____

New supplemental positions, reinstatement of suspended supplemental positions or revisions to existing supplemental positions may be proposed. Positions proposed for a building activity must be submitted to the Principal of the building; for a district wide position, submit this form to the Superintendent by April 1. Proposals submitted to the Principal shall be forwarded to the Superintendent within ten working days. The Supplemental Review Committee shall then meet to determine either approval or disapproval of the position. Approved positions will be posted and filled consistent with the current master agreement.

Please provide all information listed below. Incomplete applications will not be considered.

Position Title:_____ Building(s):
_____

Activity Purpose:
_____

Job Responsibilities:

Time Requirements: _____Number of hours beyond the contract day per week

_____ Number of weeks per year

_____ Number of weekends/holidays

_____ Number of engagements/performances

Is release time or class time provided within the school day? _____Yes _____No
If yes, specify the number of hours per day and the number of days per year.

Administrative Responsibilities:

_____ Collect fees/money _____Student eligibility

_____ Conduct fundraisers _____Supervise Staff

_____ Public Relations/Media _____Community partnerships

_____ Equipment/Uniform _____Camps

_____ Facility Preparation _____Scheduling

_____ Maintain fund records

Estimate Number of Student Participants:_____ Other Staff Supervised _____

Required training/experience/qualifications:

_____

Pre-Season Responsibilities:

_____

Post-Season Responsibilities:

_____

I certify that the above information is accurate and complete to the best of my knowledge.

Proposal submitted by:_____ Date:

_____

Sponsoring Group:_____ Phone No.

_____

Review Committee Recommendation: _____Approve _____Deny

Committee Level Score: _____Position
_____Number of Students
Total:_____ _____Number of Hours
_____Number of Engagements/Activities
_____Release time provided within school day

Reasons for Disapproval:

Disapprovals may be appealed within ten working days of the Review Committee's decision by submitting an attachment to this form that addresses the reasons for disapproval.

_____ _____
Signature of Superintendent Date

Appeal: _____Approved _____Denied

Appeal Denial Reasons:

_____ _____
Signature of Superintendent Date

APPENDIX D

COACH EVALUATION FORM

Coach Name:

Sport:_____
School Year: _____

RATING SCALE: 5 = Satisfactory, I = Improvement Needed, U = Unsatisfactory, NA Not Applicable

						S	I	U	NA
I PROFESSIONAL AND PERSONAL RELATIONSHIPS									
	A Cooperates with the Athletic Director In regard to:								
		1 Participants List							
		2 Physical Cards							
		3 Signed Contract with Student/Parent							
		4 Emergency Medical Forms							
		5 Insurance Waivers							
		6 Coach Rule Booklet including team behavior expectations, rules, criteria for varsity letter, violation consequences.							
		7 Schedules facility usage/practices							
		8 Equipment Inventory & Issue Record							
		9 Season End Checkout							
			a "Needs" list for coming season by 11/20, 3/20, 5/20						
			b Schedule with win/loss record, game scores, team stats						
			c Scorebook						
			d Videos returned						
			e Equipment						
				1 Cleaned					
				2 Stored					
				3 Recollection Accountability					
				4 Completed Inventory / with Condition					
	B Cooperates with maintenance personnel in care of sports areas								
		1 Equipment stored properly							
		2 Area cleaned up for maintenance responsibilities							
		3 Lights off/ Doors locked at conclusion of practices/games							
		4 Team stays with coach until practice begins							
		5. Coach stays with team members until members have left premises after games/practices.							
	C Rapport with other coaching staff members								
	D Public Relations – Cooperates with:								
		1 Media							
		2 Boosters							
		3 Administration							
		4 Assistant Coaches							
		5 Parents							
	E Carries out policies of the Athletic Department/Board of Education								
	F Accepts and implements decisions of the Athletic Department								
	G Maturely accepts criticism and/or recognition								
	H Sideline conduct at games toward players, officials, fans, etc.								
	I Encourages students to participate in the Athletic Program								

			S	I	U	NA
II COACHING PERFORMANCE						
	A Sets an appropriate example at all times while with athletes, demonstrates good sportsmanship, character, integrity					
	B Provides proper supervision and administration of:					
		1 Locker Rooms				
		2 Bus Transportation				
	C Has control over team and individual discipline					
	D Prompt for practice sessions					
	E Shows good judgment in coaching responsibilities and decisions					
	F Has appropriate dress at practice and games					
	G Shows (verbal, physical, psychological) respect for athletes/opponents					
	H Knowledge of:					
		1 The Sport				
		2 Eligibility requirements and rules				
		3 The bylaws of the OHSAA and the League & Updates				
	I Develops a well organized practice schedule which utilizes staff and team to its maximum potential.					
	J Is innovative using new coaching techniques and ideas in addition to sound, already proven methods of coaching, develops game plans					
	K Enhances the knowledge of the game through clinics, camps, scouting, etc.					
	L Refrains from notifying Booster of needs without the consent of the Athletic Director.					
	M Follows proper procedures for purchase of equipment/reimbursement					
	N Follows proper procedure in evaluating assistant coaches					
	O Carries emergency medical form copies to events					
	P Provides safe place for storage of valuables during practices/games					
	Q Provides lists of students to Athletic Director and staff two days prior to special events such as tournaments within the school day					
	R Pre-Season Planning					
	S Willing to devote time and energy to coaching duties					
	T Ability to motivate players and coaches toward desired goals.					
	U Changes in practices or game schedules are provided to students and parent in a timely manner when possible					
	J Promotes athletes who want to continue the sport in college					
	K Respects and supports other coaches and athletes during their sports seasons.					
	L Keeps the Athletic Director and Principal informed of any or all problems before, during or after all sporting events/ practices.					

Comments about areas of concern or the season/year in general:

Performance in this Assignment:

_____ Satisfactory – To be recommended for continued assignment

_____ Probationary – To be recommended for reassignment, provided an understanding can be reached in areas where improvement is needed. (See comments section above)

_____ Unsatisfactory – Not to be recommended for reassignment.

_____ Evaluator's Signature _____Date

_____ Coach's Signature _____Date

Signature of coach is only to show that the coach has reviewed the evaluation, but does not necessarily agree with the statements made by the evaluator.

_____ A rebuttal will be filed and attached to evaluation.

APPENDIX E

ADVISOR EVALUATION FORM

Advisor Name: _____
Activity: _____
School Year: _____

RATING SCALE: 5 = Satisfactory, I = Improvement Needed, U = Unsatisfactory, NA Not Applicable

					S	I	U	NA
I PROFESSIONAL AND PERSONAL RELATIONSHIPS								
	A Cooperates with the Supervisor In regard to:							
		1 Participants List						
		2 Maintains accurate financial records						
		3 Signed Contract with Student/Parent						
		4 Emergency Medical Forms						
		5 Activity Rule Booklet including student behavior expectations, rules, and criteria for violation consequences						
		6 Schedules facility usage/practices/events						
		7 Equipment Inventory & Issue Record						
		8 Season End Checkout						
			a "Needs" list for coming season by 11/20, 3/20, 5/20					
			b. Equipment – completed Inventory with condition and stored properly					
	B Cooperates with maintenance personnel in care of utilized facilities							
		1 Equipment stored properly after events						
		2 Area cleaned up for maintenance responsibilities						
		3 Lights off/ Doors locked at conclusion of practices/events						
		4 Students stay with advisor until practice/event begin/end						
		5 Advisor stays with students until all have left premises after events/practices.						
	C Rapport with other coaching staff members							
	D Public Relations – Cooperates with:							
		1 Media						
		2 Administration						
		3 Assistants / Staff						
		4 Parents						
	E Carries out policies of the Board of Education							
	F Accepts and implements decisions of the Supervisor							
	G Maturely accepts criticism and/or recognition							
	H Encourages students to participate in the Activity							
	I Keeps the Principal/Supervisor informed of any or all problems before, during or after all practices/activities.							

		S	I	U	NA
II ADVISOR PERFORMANCE					
	A Sets an appropriate example at all times while with students, demonstrates good sportsmanship, character, integrity				
	B Provides proper supervision and administration of:				
	1 Areas utilized in the school				
	2 Bus Transportation				
	C Has control over participants discipline				
	D Prompt for practice sessions				

Comments about areas of concern or the season/year in general:

	E Shows good judgment in advisor responsibilities and decisions				
	F Has appropriate dress at practices and events				
	G Shows (verbal, physical, psychological) respect for students / visiting participants				
	H Knowledge of:				
	1 The Activity				
	2 Eligibility requirements and governing rules				
	3 The bylaws of the OHSAA and the League/Activity & Updates				
	I Develops a well organized practice schedule which utilizes staff and students to their maximum potential.				
	J Rapport with students				
	K Enhances the knowledge of the activity through additional training/workshops				
	L Follows proper procedures for purchase of equipment/reimbursement for mileage, etc.				
	M Follows proper procedure in evaluating assistants				
	N Carries emergency medical form copies on field trips				
	O Provides safe place for storage of valuables during practices/meetings/activities				
	P Provides lists of students to Supervisor and staff two days prior to special events within the school day				
	Q Willing to devote time and energy to duties				
	R Ability to motivate students toward desired goals				
	S Changes in practices or game schedules are provided to students and parents in a timely manner when possible				

Performance in this Assignment:

_____ Satisfactory – To be recommended for continued assignment

_____ Probationary – To be recommended for reassignment, provided an understanding can be reached in areas where improvement is needed. (See comments section above)

_____ Unsatisfactory – Not to be recommended for reassignment.

_____ Evaluator's Signature _____Date

_____ Advisor's Signature _____Date

Signature of advisor is only to show that the advisor has reviewed the evaluation, but does not necessarily agree with the statements made by the evaluator.

_____ A rebuttal will be filed and attached to evaluation. _____

APPENDIX F

CERTIFICATE

Section 5705.412, RC

In the matter of:

IT IS HEREBY CERTIFIED that the CLINTON-MASSIE SCHOOL DISTRICT BOARD OF EDUCATION, CLINTON COUNTY, OHIO, has sufficient funds to meet the contract agreement obligation, payment or expenditure for the above, and has 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 operate an adequate educational program on all the days set forth in its adopted school calendar for the current fiscal year and for a number of days in the succeeding fiscal year equal to the number of days instruction was held or is scheduled for the current fiscal year.

DATED: May 18, 2026

CLINTON-MASSIE SCHOOL DISTRICT

BY _____
President, Board of Education

BY _____
Treasurer

BY _____
Superintendent of Schools

Appendix G
Certified Staff on Special Assignment
Clinton-Massie Local Schools

Employee Name: _____

Assigned Job: _____

Period of Present Evaluation: Beginning: Ending:

Cooperation

Extent to which the employee demonstrates a willingness to fulfill position requirements and assigned tasks.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

Planning and Organization

The extent to which the employee plans and schedules work for the accomplishment of objectives including but not limited to meeting reporting deadlines and personal record keeping.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

Quality of Work

The degree to which the employee produces work that is accurate, comprehensive, and effectively communicated.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

Timeliness

The extent to which the employee completes assigned tasks within the allotted time.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

Judgment

The extent to which the employee utilizes educational knowledge and sound reasoning to analyze situations, resolve problems and reach a positive outcome.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

Initiative

The extent to which the employee is self-motivated, and takes appropriate action without direction.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

_____
_____
_____

Communication

The extent to which the employee communicates effectively with students, parents, staff members, and supervisors.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

_____
_____
_____

Training and Evaluation

Extent to which the employee maintains required certifications, training, and required background checks.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

_____
_____
_____

CMLS Policies

The extent to which the employee adheres to and follows CMLS policies and staff handbook.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

_____
_____
_____

Overall Performance

Evaluation of employees when all categories are taken into consideration.

Rating: □ Excellent □ Good □ Satisfactory □ Fair □ Unsatisfactory

Comments:

_____

_____

_____

Performance Summary

Employee Ratings	**Excellent**	**Good**	**Satisfactory**	**Fair**	**Unacceptable**
Cooperation	●	●	●	●	●
Planning and Organization	●	●	●	●	●
Productivity	●	●	●	●	●
Quality of Work	●	●	●	●	●
Timeliness	●	●	●	●	●
Judgment	●	●	●	●	●
Initiative	●	●	●	●	●
Communication	●	●	●	●	●
Creative Thinking	●	●	●	●	●
Training and Evaluation	●	●	●	●	●
CMLS Policies	●	●	●	●	●
Overall Performance	●	●	●	●	●

SIGNATURES

Evaluator:_____ Date: _____

Employee :_____ Date: _____

(The employee's signature is only an acknowledgement that the evaluation has been completed, examined and discussed in detail and is not to be construed as an agreement with the evaluation.)

Employee Comments:

_____

_____

_____

_____

_____

APPENDIX H

DOMAIN 1: Purposeful Planning

School social workers use the School Social Work Standards from the SSWAA to develop a school social work plan based on a school and community data analysis that highlights the social, emotional, behavioral, and mental health needs of the students within the jurisdiction of the school social worker.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Student, School and Community Data to Plan	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: has mapped community resources and incorporated such resources into the school social plan	School social worker uses data to formulate culturally competent: School-wide social work program goals, small group goals, AND individual student goals	School social worker uses data to formulate culturally competent: School-wide social work program goals, small group goals, OR individual student goals, but not all of the above	School social worker rarely or never uses data when planning.
1.2	Set Ambitious and Measurable Goals	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: plans annual goals at the schoolwide, targeted and individual levels.	School social worker develops culturally competent student goals that are: measurable; aligned to Indiana School Social Work Standards; AND Include benchmarks to help monitor progress and inform Interventions throughout the year	School social worker develops annual student goals that are: measurable; The goals typically do not: aligned to Indiana School Social Work Standards; OR Include benchmarks to help monitor progress and inform Interventions throughout the year	School social worker rarely or never develops achievement goals for Interventions OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Utilize Standards-Based Assessments and Interventions	At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: plans well-designed progress - monitoring assessments for each intervention. These	Based on goals, school social worker plans culturally competent interventions by: identifying evidence-based	School social worker plans culturally competent interventions by: utilizing information from school referral form and student interview School social worker typically does not complete a thorough data	School social worker rarely or never plans assessments and/or interventions that are evidence -based

		plans include opportunities to assess periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration to better meet the identified goal. Plans school-wide prevention strategies	interventions, strategies and practices specific to the identified need, determining a baseline measure from which to determine a measurable outcome, and allocating an appropriate amount of time in which to achieve the identified goal	search of relevant school, community data and conduct parent/guardian interview prior to developing individual and/or group intervention strategies utilize relevant research-based assessment tools	OR there is little to no evidence that the school social worker plans interventions at all
1.4	Progress tracking and recording for the purposes of intervention analysis	At level four, a school social worker fulfills the criteria for level three and additionally: uses schoolwide, group and individual data to understand the larger issues impacting sub populations in the school community such as disproportionality, the achievement gap, access to mental health and basic needs, etc. In order to better advocate for students impacted by such issues.	School social worker uses an effective progress monitoring system to: regularly track and record student progress, use the data to inform interventions, conform to ethical codes and standards of practice	School social worker uses an effective system to: track student progress, record student data. School social worker typically does not: use the data to monitor and adjust the intervention, conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions in case record	School social workers rarely or never tracks and records student progress in case notes

DOMAIN 2: EFFECTIVE SCHOOL SOCIAL WORKER SERVICES
School social workers provide comprehensive, culturally competent, school social work services to individuals, groups, families, the school system, and the community.

Indicator	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
Indicator 2.1 Knowledge of the laws, rules and policies which impact students, families and the	School social worker is highly effective in utilizing knowledge of law, rule and policy to create positive change in the school	School social worker effectively uses knowledge of laws, rules, and policies which impact students' families and the	School social worker demonstrates limited knowledge of laws, rules, and policies which impact students,	School Social Worker demonstrates little knowledge of laws, rules, and policies which impact students, families

school creating protections and or barriers to successful student outcomes	community	school community	families and the school community	and the school community.
	For level four all of the evidence listed under level three is present, as well as: work at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community	School social worker possesses a thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most questions. Is able to counsel students and parents effectively regarding redolent laws, rules and policies and, contribute to school policy decisions	School social worker: possesses a basic understanding of the laws rules, and policies which impact students, families and the school community and is able to answer some questions but has insufficient knowledge to adequately counsel students and parents effectively and typically is not able to: contribute to school policy decisions due to lack of knowledge, council students and families regarding the laws rules and policies which affect them, or advocate for students or families due to lack of knowledge	School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy. School social worker is unable to contribute to school policy decisions due to lack of knowledge. School social worker is unable to counsel students and families regarding the laws, rules and policies which affect them. School social worker is unable to advocate for students or families due to lack of knowledge

Indicator	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
Indicator 2.2: Prevention Services	School social worker is highly effective in accessing and analyzing school data. The school social worker is also highly proficient in identifying and implementing evidence-based prevention strategies to meet	Social worker is effective in accessing and interpreting school data. The school social worker is also proficient in identifying and implementing evidence-based, culturally competent prevention strategies to meet school community and student client needs.	School social worker needs improvement in accessing and analyzing school data. Improvement is also needed in the identification and implementation of evidence-based	School social worker is ineffective in identifying student and school community needs and providing appropriate evidence-based prevention strategies to address them. School social worker does not: allocate time for prevention services, is not involved in

	school community and student client needs. For a level 4 all of the evidence listed under Level 3 is present, as well as the following: School social worker is aware of the implications of the data analysis for student clients (such as disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success.	School social worker routinely provides culturally competent prevention services, is involved in school-wide data review and analysis and is prepared to identify and implement school-wide prevention programs and practices.	prevention strategies to meet school community and student client needs. School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but: is not involved in school-wide data review and analysis, and is unprepared to identify and implement school-wide prevention programs and practices.	school-wide data review and analysis, is unaware of the implications of the data analysis for student clients, and is unprepared to identify and implement prevention programs and practices.

Indicator	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
Indicator 2.3: Assessment Services	School social worker is highly effective in assessing the needs of the school-wide community, sub groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention	School social worker is effective in assessing the needs of the school-wide community, sub groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.	School social worker needs improvement in assessing the needs of the school-wide community, sub groups of students, and individual clients utilizing appropriate culturally competent assessment techniques and instruments to determine the appropriate intervention.	School social worker is ineffective in assessing the needs of the school-wide community, sub groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.
	For level 4, all of the evidence listed under Level 3 is	School social worker completes a thorough needs	School social worker relies primarily on a	School social worker relies solely on a teacher or

	present, as well as the following: School Social Worker knows how to assess school-wide barriers to students and school success, such as excessively high numbers of students' suspensions and expulsions, in order to assist school leadership teams in planning school reform.	assessment prior to beginning school social work services utilizing a variety of culturally competent assessment tools including: a teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful, student data parent or student interview/social history, and, when appropriate, community information. Culturally appropriate assessment instruments, serving on a multidisciplinary team to identify student strengths and needs, and using progress monitoring techniques to continually assess the response to the social work intervention. The school social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and/or behavioral concerns and is able to respond professionally to any crisis encountered in the school.	teacher or parent referral to determine the school social work service provided to an individual or group of students School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention. But typically does not: become familiar with, or choose to utilize culturally competent, assessment instruments to complete a thorough assessment prior to planning an intervention, serve on a multidisciplinary team to identify student strengths and needs, or Use progress monitoring techniques to continually assess the response to school social work interventions.	parent referral to determine the school social work service provided to an individual or group of students. School social worker does not access student data, parent or student interview, or community information prior to determining an appropriate intervention. School social worker is not familiar with, and/or does not utilize, assessment instruments to complete a thorough assessment prior to planning an intervention. School social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention.

Indicator	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
Indicator 2.4: Intervention Services	School Social Worker is highly effective in providing a continuum of culturally appropriate school-wide, small group, and individual social work interventions depending on the assessed needs of the school community. For level 4, all of the evidence listed under Level 3 is present, as well as the following: the provision of professional development to staff members, family and the community on the social, emotional, behavioral and mental health barriers that students may be in countering, and providing strategies to be implemented in the home, community, and classroom that have been determined to assist in overcoming such barriers.	School social worker is effective in providing culturally appropriate school-wide, small group, and individual social work interventions. School social worker typically: responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. Utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area, demonstrates an understanding of evidence-based frameworks or intervention such as Response to Intervention and Positive Behavioral Interventions and supports and provides assistance in school-wide implementations, and collaborates with other school professionals to provide multidisciplinary interventions to students evaluated by problem-solving teams. The school social worker is competent to provide an initial assessment of child	Social worker needs improvement in providing culturally appropriate school-wide, small group, and individual social work interventions. School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. The school social worker typically does not: utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area, demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school-wide implementation, or collaborate with other school professionals to provide multidisciplinary interventions to students evaluated by problem-solving	School social worker is ineffective in providing culturally appropriate school-wide, small group, and individual social work interventions. School social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning. School social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area. School social worker has little understanding of evidence-based frameworks of interventions such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation. School social worker does not work collaboratively with other school professionals to provide multi-disciplinary intervention

		abuse, suicidal ideation, mental illness and/or behavioral concerns and is able to respond professionally to any crisis encountered in the school.	teams, serve on multidisciplinary team to identify student strengths and needs, or use progress monitoring techniques to continually assess the response to school social work interventions.	assessment prior to planning an intervention. School social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention.

Indicator	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
Indicator 2.5: Referral Services	School social worker is highly effective and identifying referral resources facilitating the process of referral, and following up on students/family referrals. For a level 4 all of the evidence listed under Level 3 is present, as well as the following: The school social worker consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community. The school social worker makes efforts to advocate for, or develop those resources which do not exist in the community, but for which there is an identified need.	School social worker is effective and identifying referral resources, facilitating the process of referral, and following up on student/family referrals. School social worker responds promptly to referral from parents, staff and the community for school social work services. The social worker knows many of the local community resources. School social worker has a recognized and confidential protocol for receiving or making referrals. Referrals are formally documented including efforts to follow up to determine the outcomes of those referrals.	School social worker needs improvement in identifying referral resources, facilitating the process of referral, and following up on the student/family referrals. School social worker typically responds to referrals from parents and staff and has a handful of resources to which students/parents are most often referred. The school social worker typically does not: consistently implement a recognized and confidential referral process, document all referrals, or routinely follow up on referrals to determine outcomes.	School social worker is ineffective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals. School social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs. School social worker has no recognized protocol for receiving or making referrals. Referrals from parents, staff, and/or the community are processed in formally with little consideration for confidentiality. There is little formal documentation or follow up to determine the outcomes of the referrals that are

				made by the school social worker.

Indicator	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
Indicator 2.6: School Social Work Skills	School social worker is highly effective in demonstrating the skills that epitomize the unique value of school social work services. For level 4, all of the evidence listed under Level 3 is present, as well as the following: the school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development, and takes opportunities to share school social work knowledge and skills by providing professional development to the school/professional community.	School social worker is effective in demonstrating the skills that epitomize the unique value of school social work services. School social worker consistently demonstrates school social work skills which include: knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership, the organizational skills of time management, task completion and documentation, knowledge of diversity and cultural competence, knowledge and implementation of the Indiana School Social Work Standards, and ethical problem solving .	School social worker needs improvement in demonstrating the skills that epitomize the unique value of school social work services. School social worker demonstrates some, but not all, of the following school social work skills and/or may not demonstrate them consistently: knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership, the organizational skills of time management, task completion and documentation, knowledge of diversity and cultural competence, knowledge and implementation of the Indiana school social work	School social worker is ineffective in demonstrating the skills that epitomize the unique value of school social work services. School social worker rarely demonstrates: knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success, the relationship skills of compassion empathetic listening, effective communication, collaborative team building, consensus building and leadership, the organizational skills of time management, task completion and documentation, knowledge of diversity and cultural competence, knowledge and implementation of the Indiana School Social Work Standards, or ethical problem-solving.

			standards and ethical problem-solving.	

DOMAIN 3: SCHOOL SOCIAL WORKER LEADERSHIP
School social workers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Indicator	Highly Effective (8)	Effective (6)	Improvement Necessary (4)	Ineffective (2)
3.1: Contribute to School Culture	At level 4, a school social worker fulfills the criteria for Level 3 and additionally may: seek out leadership roles, and go above and beyond in making time for developing and supporting major school initiatives.	School social worker will: contribute ideas and expertise to further the schools' mission and initiatives, and dedicate time efficiently, when needed, to support major school initiatives	School social worker will: contribute occasional ideas and expertise to further the school's mission and initiatives. School social worker typically does not: use time efficiently to allow for opportunities to support initiatives to improve the culture of the school.	School social worker rarely or never provides ideas aimed at improving school efforts. School social worker dedicates little or no time outside of school towards helping students and peers.
3.2: Collaborate with Peers	At level 4, a school social worker fulfills the criteria for Level 3 and additionally may: work collaboratively with other student assistance professionals to develop a student assistance plan for the school, and take on leadership roles within collaborative groups such as the Indiana School Social Work Association	School social worker will: seek out and participate in regular opportunities to work with and learn from others, ask for assistance, when needed, and provide assistance to others in need, and seek to provide other school professionals with assistance when needed	School social worker will: participate in occasional opportunities to work with and learn from others, and ask for assistance when needed. School social worker typically does not: seek to provide other school professionals with assistance when needed OR regularly seek out opportunities to	School social worker rarely or never participates in opportunities to work with others. School social worker works in isolation and is not a team player.

			work with others OR work collaboratively with other students' assistance professionals to develop a student assistance plan for the school.	

3.3: Seek Professional Skills and Knowledge	At level 4, a school social worker fulfills the criteria for Level 3 and additionally may: regularly share newly learned knowledge and practices with others, and seek out opportunities to lead professional development sessions.	School social worker will: actively pursue opportunities to improve knowledge and practice, seek out ways to implement new concepts into school social work practice, where applicable, and welcome constructive feedback to improve practices.	School social worker will: attend all mandatory professional development opportunities. School social worker typically does not: actively pursue optional professional development opportunities, seek out ways to implement new concepts into school social work practice, or except constructive feedback well	School social worker rarely or never attends professional development opportunities. School social worker shows little or no interest in new ideas, programs, or workshops to improve school social work skills.
3.4: Advocate for Student Success	At level 4, a school social worker fulfills the criteria for Level 3 and additionally may: display commitment to the educational success of all of the students in the school, and make changes and take risks to ensure student success	School social worker will: display commitment to the educational success of all his/her student clients, attempt to remedy obstacles around student achievement, and advocate for students' individualized needs	School social worker will: display commitment to the educational success of all his/her student clients. School social worker typically does not: advocate for students' needs	School social worker rarely or never displays commitment to the educational success of his/her student clients. School social worker accepts the obstacles to student success and does not advocate for students or their needs.
3.5: Engage Families and the Community in Student	At level 4 a school social worker fulfills the criteria for Level 3 and additionally:	School social worker will: proactively reach	School social worker will: respond to contact	School social worker rarely or never reaches out to parents and/or the

Achievement	strives to form relationships in which parents are given ample opportunity to participate in student achievement, and is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events.	out to parents in the community in a variety of ways to engage them in student achievement, respond promptly to contact from parents, and engage in all forms of parent outreach required by the school.	from parents, and engage in all forms of parent outreach required by the school. School social worker typically does not: proactively reach out to parents in the community to engage them in student achievement.	community and frequently does not respond to contacts from parents.

DOMAIN 4: CORE PROFESSIONALISM

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. School social workers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator		Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and buy the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and buy the relevant collective bargaining agreement)
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and buy the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and buy the relevant collective bargaining agreement)
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire etc.)	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals policies and appropriate attire etc.)
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner

APPENDIX I

COMPONENT	DOMAIN 1: School Psychologists: Planning and Preparation LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1A: Demonstrating knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
1b: Demonstrating knowledge of child and adolescent development psychopathology	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations on the typical patterns.
1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary, and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources	Psychologist displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources	Psychologist's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.

		available more broadly.	external to the district.	
1e: Planning the psych program, integrated with the regular school program, to meet the needs of individual students, including prevention	Treatment program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of work in the setting	Psychologist's plan is highly coherent and preventive, and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the psychology program	Psychologist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.

	DOMAIN 2: School Psychologists: The Environment			
	LEVEL OF PERFORMANCE			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: Establishing rapport with students using interpersonal skills, such as empathy to establish trust and reduce anxiety.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Establishing a culture for positive mental health throught the school.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the	Psychologist promotes a culture throughout the school for positive mental health in the school among	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.

		school among students and teachers are partially successful.	students and teachers.	
2c: Establishing clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone, and have been developed in consultation with teachers and administrators.
2d: Establishing standards of conduct in the testing center	No standards of conduct have been established and psychologist disregards or fails to address negative student behavior during in evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct student negative behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and storage of materials	The testing center is disorganized and poorly suited for student evaluations. Materials are not stored in a secure location, and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized, materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

COMPONENT	DOMAIN 3: School Psychologists: Delivery of Service LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Responding to referrals, consulting with teachers and administrators	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
3b: Evaluating student needs in compliance with NASP guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students, but does not always follow established guidelines.	Psychologist administers appropriate evaluation instruments to students, and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.
3c: Chairing evaluation team	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.

3d: Planning interventions to maximize students' likelihood of success	Psychologist fails to plan interventions suitable to students, or mismatched with the findings of the assessments .	Psychologist's plans for students are partially suitable for them, or sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them, and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3e: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community service mental health service providers.	Psychologist maintains occasional contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community service mental health service providers.	Psychologist maintains ongoing contact with physicians and community service mental health service providers and initiates contacts when needed.

COMPONENT	DOMAIN 4: School Psychologists: Professional Responsibilities LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflecting on practice	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist 's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved	Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
4b: Communicating with families (establishing rapport, securing permissions)	Psychologist fails to communicate with families and secure necessary permission for evaluations, or communicates in an insensitive manner.	Psychologist's communication with families is partially successful: permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations, and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, insecure, or illegible.	Psychologist's records are accurate and legible, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community• emphasis on the	Psychologist's relationships with colleagues are negative or self-serving, and	Psychologist's relationships with colleagues are cordial, and	Psychologist's participates actively in school and district events	Psychologist makes a substantial contribution to school and district events

positive and supportive interactions	psychologist avoids being involved in school and district events and projects.	psychologist participates in school and district events and projects when specifically requested.	and projects, and maintains positive and productive relationships with colleagues.	and projects, and assumes leadership with colleagues.
4e: Engaging in professional development	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Psychologist displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues

APPENDIX J

COMPONENT	DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing goals for the therapy program appropriate to the setting and the students served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.

	DOMAIN 1 FOR THERAPEUTIC SPECIALISTS: PLANNING AND PREPARATION *(continued)* **LEVEL OF PERFORMANCE**

COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1d: Demonstrating knowledge of resources, both within and beyond the school and district	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the therapy program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

	DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT **LEVEL OF PERFORMANCE**			
COMPONENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a: Establishing rapport with students	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	Specialist exercises poor judgment insetting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone .	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

COMPONENT	DOMAIN 2 FOR THERAPEUTIC SPECIALISTS: THE ENVIRONMENT (continued) LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2d: Establishing standards of conduct in the treatment center	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
2e: Organizing physical space for testing of students and providing therapy	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited lo working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

COMPONENT	DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a: Responding to referrals and evaluating student needs	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in Responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

COMPONENT	DOMAIN 3 FOR THERAPEUTIC SPECIALISTS: DELIVERY OF SERVICE *(continued)* LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3d: Collecting information; writing reports	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

COMPONENT	DOMAIN 4 FOR THERAPEUTIC SPECIALISTS: PROFESSIONAL RESPONSIBILITIES LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a: Reflecting on practice	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.

COMPONENT	DOMAIN 4 FOR THERAPEUTIC SPECIALISTS : PROFESSIONAL RESPONSIBILITIES *(continued)* LEVEL OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4d: Participating in a professional community	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public , plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.